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ABSTRACT

Strategic options for school restructuring are examined in this guidebook for Colorado educators and citizens networking in the Colorado Strategic Options Initiative. The authors are members of a group of state educators participating in the Strategic Options Network, a collaborative organization working to share research and results of their restructuring efforts. The preface, "Priorities for Success," was written by William T. Randall, State Commissioner of Education; the purpose and acknowledgements section was written by Jane Larsh; the foreword, "Assuring Equity in Education," was written by Jeanette Ray-Goins and Vicente Z. Serrano; and the introduction and background was written by James D. Hennes. Chapters include: "Change: The Need and the Strategic Options," by Ed Larsh; "Caring and Engagement," by Arnold Langberg; "Getting the Herd Headed West: Rationale and Process," by Ed Larsh; "Schooling Redesign: A Key to Educational Restructuring," by Jerry Villars; and "A Futures-Oriented Change Model," by Eugene R. Howard. Eight figures are included. Appendices contain probable restructuring directions, educational trends in the 21st century, the social context for restructuring, an integrated curriculum, and the assessment instrument for the Littleton Public Schools Classroom 2001 Project. (77 references) (LMI)

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RESTRUCTURING EDUCATION

STRATEGIC OPTIONS REQUIRED FOR EXCELLENCE

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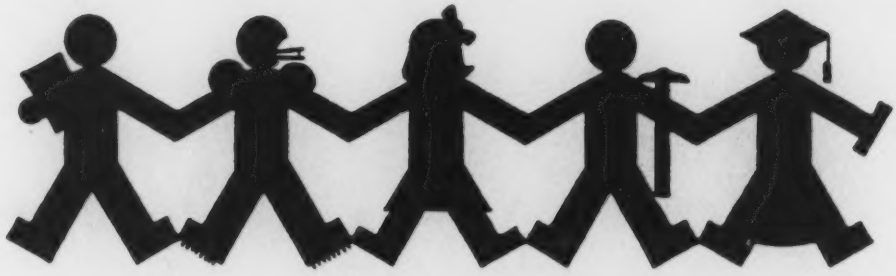

COLORADO STRATEGIC OPTIONS INITIATIVE

Conference Edition

1990

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RESTRUCTURING EDUCATION:

STRATEGIC OPTIONS REQUIRED FOR EXCELLENCE

Edited By:
James Hennes
Colorado Department of Education
Jane Larsh
Larsh Associates

Authored By:
Edward Larsh
Education Futurist
Eugene Howard
Writer/Consultant
Jerry Villars
Educational Consultant
Arnold Langberg
Denver Public Schools

* * * * * * * *

A guidebook for educational change and restructuring of schools developed for the educators and citizens networking in the Colorado Strategic Options Initiative.

Conference Edition, Revised
Denver, Colorado
July, 1990

This Conference Edition of Restructuring Education: Strategic Options Required for Excellence was developed as part of the Colorado Strategic Options Initiative in July, 1989, and then revised for the Strategic Options IV conference in Snowmass, Colorado, July, 1990. The initial printings in 1989 and 1990 were assisted in part in part through the co-sponsorship of the National Origin Project (Lau), Colorado Department of Education, Dr. Siri Vongthieres, Supervisor, in the interest of developing schools and learning environments appropriate for all of our students. Subsequent printings have ben supported, in part, by sales of the book. The Colorado State Board of Education supports strategic planning, options and restructuring and is committed to assisting local communities as they strive to attain excellence for all students in our state.

COLORADO DEPARTMENT OF EDUCATION

Colorado State Board of Education
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PREFACE

PRIORITIES FOR SUCCESS

William T. Randall
Commissioner of Education
State of Colorado

Public education is an optimistic venture and I believe that by working together for better communications we can more effectively help Colorado students achieve their educational goals.

When I am asked what needs to be emphasized in Colorado's schools to better prepare students for success in the next decade, I focus on five priorities.

1. Build and strengthen the local school building with a team management concept appropriate to its community. This would include aggressive involvement of teachers, staff, principal, parents and non-parent citizens in helping to determine school building goals, progress and needs.

2. Guarantee high school graduates so the diploma represents accomplishment rather than time spent in school. This is a tough challenge but one which I believe must occur to restore public confidence in the value of the high school diploma. Seat time can no longer be used as a measure of achievement. We must develop specific skills and competencies which represent what the local school district believes is necessary for a person to possess in order to receive that high school diploma.

3. If guaranteeing graduates is going to succeed in a meaningful way, then we must provide real learning alternatives for all students who are not succeeding in regular programs. These alternatives need to be identified and provided early and need to occur both within the school and, perhaps, outside the regular school. Research is clear that if we are going to significantly increase the percentage of students who succeed in school, those students must have real alternatives instead of failure and repetition of that failed experience.

4. The biggest issue of the next century will be a quality of life issue. To help students understand and determine quality of life, schools need to expand and strengthen not only aesthetic opportunities but also environmental education in both the world in which we live and the school environment. In addition, the role of quality of life for our health and physical well being must be examined.

5. It is our responsibility to make sure that early childhood programs through age seven are truly developmentally based and built on the learning styles of young children. The recent trend to move academic curricula into the very low grades must be avoided. A developmentally based program helps children to grow in sound ways and be ready for the academic experiences at the appropriate time.

Obviously, there are dozens of other priorities which you and others believe may be more important or at least as important as my five. We recognize that school finance, management and professional development all need attention. The most exciting thing about public education is the ongoing challenge to provide the very best for our students, and it is the quality of the discussions which occur regarding these challenges that facilitate real progress.

Today, more than ever, we must not point fingers or try to blame one or another segment of the educational community for problems which exist. We need to pull together to make sure that these problems are addressed and dealt with as effectively as we can by working together and networking. This book is one such effort to bring ideas together to help in the redesign of education. It is my pledge that the Colorado Department of Education will focus on cooperative action and will work with all segments of the community to achieve the very best for our students.

PURPOSE AND ACKNOWLEDGEMENTS

The introductions and chapters of this book have been written by a group of Colorado educators who believe that systemic change is a necessity for schools and school districts if they are to meet the needs of today's students, the future citizens of the 21st Century. These educators and others began to work as a unit of change in the mid-1980's. They agreed on some basic beliefs and change strategies and, without funds, started the Strategic Options Network. This loosely-knit organization was based on a concept of sharing of research as well as the results of their individual efforts as change agents over an extended period of time.

Each of the educators has special areas of expertise; each has a different approach because of his/her personal experience. Together they can, in fact, help point the direction to change the status quo culture of education.

The contributors to this book and their chapters include:

Edward Larsh: Chapter 1 - Change: The Need and the Strategic Options
Chapter 3 - Getting the Herd Headed West

Ed Larsh serves as a wagon master, establishing a climate of change as well as an analysis of his experiences as a change agent, a futurist and a strategic planner.

Arnold Langberg: Chapter 2 - Caring and Engagement

Arnie Langberg describes his approach, rethinking schools as communities for caring and engagement of students and staffs, including affective advisor-advisee programs which he has successfully implemented in alternative schools.

Jerry Villars: Chapter 4 - Schooling Redesign: A Key to Educational Restructuring

Jerry Villars shares his "PSSSSST" model about the need to eliminate the traditional "egg crate" design and functioning of schools so that spaces within schools are tailored to serve their function in the educational process.

Eugene Howard: Chapter 5 - A Futures-Oriented Change Model

Gene Howard, a nationally recognized expert on school climate, presents his sequenced model for strategic planning which he has helped implement in two major Denver metropolitan area school districts.

Other contributors include:

William T. Randall: Preface: Priorities for Success

Bill Randall, Commissioner of Education for the State of Colorado, has been very supportive of Colorado schools challenging themselves to restructuring, refocusing and sharing their efforts with other schools.

Jeanette Ray-Goins and Vicente Z. Serrano: Foreword: Assuring Equity in Education.

Jay Ray-Goins and Vicente Z. Serrano share their special expertise on equity and multicultural concerns by focusing on diversity and helping all of us to broaden our thinking.

James Hennes: Introduction and Background.

Jim Hennes deserves much of the credit for the publication of this book. His energy, patience and perseverance have kept us all on task and provided an information center for the network.

In addition to the above list of contributors, special recognition should be given to Darlene Oughtred, Colorado Department of Education (CDE), Planning and Evaluation Unit, for her excellent work in word processing and preparation of the final manuscript. Without her, this Conference Edition would never have been produced. Thanks also go to Dr. Siri Vongthieres, CDE supervisor of the National Origin Project, whose commitment to changing schools to be truly affective for the limited English proficient student led her to co-sponsor the printing for this edition as well as being part of the planning for the Strategic Options conferences.

The purpose of the book is to share the diverse understandings and expertise of the authors and to offer a variety of strategies and beginning points to the reader who is interested in restructuring his/her school or school district. Although the authors offer different points of view, their beliefs and direction are one: the need for and the how-to of systemic restructuring of education in this country.

The Strategic Options Network is now in its fourth year. Its size and growth speak to its significance. The names of its many members who are helping to make it a reality will now include you. Space does not allow proper acknowledgment of all the participants and their contributions in this book. The real reward will continue to be manifested by the children who will have benefitted.

Jane Larsh
Carbondale, Colorado
June, 1990

FOREWORD: ASSURING EQUITY IN EDUCATION

Jeanette Ray-Goins
Vicente Z. Serrano
Colorado Department of Education

The school environment can be a hostile place to spend the most important time of your life if you are a student from any of the different culture groups. Minority students enter the school with their own sets of skills, values, expectations and language, as all students do. Culture and other ethnic perspectives shape many of these expectations.

In a restructuring education mode, it is important to understand or differentiate behavior which is culture based and behavior which is based on how ethnic and racial minority students think "others" expect them to behave or perform.

Many of our minority students have never been personally challenged. Having an educator personally "nurture" you by looking you straight in the eye and saying, "I'm really expecting great things from you this semester, Josette," could alter a minority student's whole outlook on what the next school year will bring.

"Someone cares about what I do? Wow!"

Every child from preschool to young adulthood can feel an educator's hostility, dislike or avoidance. It is beyond the stamina and the internal strength of many minority youngsters to try to overcome negative adult attitudes and behavior. Teachers, through the power of their profession and position can create a very positive atmosphere that would nurture the potential abilities of these youngsters.

An educational environment that opens the possibilities for every ethnic minority student would include many of the following behaviors. First, actively recruit minority students to all courses, clubs, after school activities and school elections. "Actively recruit" is a face-to-face conversation between one or two adults and a student. It uses such phrases as:

"I need your talent on my yearbook team".

"I truly believe you can do it. If I really see you having a problem, I will get you some help."

"I've been watching your progress and truly think you can succeed in this club."

Encourage all students to support and validate each other, but especially continue to affirm the participation of the minority students in their endeavors.

Too often, Hispanic, African American and other ethnic minority students remain tightly drawn to each other, being "protected" by their ethnicity, never moving away from the group to expand their skills options. This peer (and ethnic) influence can control and manipulate. The stronger force outside of the group is the teacher. The teacher who truly cares and is committed to including the minority student in the mainstream of education makes the difference for each life she/he touches.

Second, have high expectations for minority students. High expectations are more than an announcement over the loud speaker from the principal's office. It's the personal comments to a student by the educator that affirms and validates the student's success. The more ways the teacher, the counselor, an administrator, the lunchroom attendant or the bus driver can encourage the minority students, the stronger they become in self affirmation and personal confidence.

Third, find creative methods to let the parent(s) know how the student is doing before the grade reporting period and that you, the educator, are expecting real, positive success from their child. Welcome their comments. Find out how the parent can support the student's success. Offer ways the parent can further support your commitment to include the student in the mainstream of the educational arena. When parents call or visit the school at times other than scheduled programs or activities, really make them feel welcomed and that you sincerely want to help them.

Finally, words and good intentions are not enough. Current demographics present a challenge that cannot be ignored. All educators need to be willing to go the extra mile to make an active and earnest effort to address the needs of minority students. The above suggestions, and other innovative and imaginative approaches, have to be tried and implemented. "Business as usual" does not adequately meet the needs of the culturally and ethnically diverse public school constituency that has to be served now and in the future.

Jeanette Ray-Goins and Vicente Z. Serrano are equity specialists and trainers in the Educational Equity Programs at the Colorado Department of Education. They are former classroom teachers, presently serving on several statewide and national boards impacting civil rights and multiculturalism.

INTRODUCTION AND BACKGROUND

James D. Hennes
Colorado Department of Education

Change

This book is about change, about changing schools, about how you can help a school to become a more appropriate environment for learning.

American society is undergoing a transition. It is critical that we find better ways to empower our youth as responsible, lifelong learners suited for America in the 21st century. Our demographics are changing. The public school population of the future will be even more culturally and ethnically diverse. Their learning styles must be adequately addressed. Numerous studies, looking at our future, at effective schools and at issues facing education, have concluded that a restructuring of education is necessary.

Restructuring

Restructuring education is the current passion in education. It is curious, however, that the idea of restructuring and strategic change remains so elusive in practice.

This book is an attempt to define the concept, establish the need for restructuring, describe what must be addressed for restructuring to occur, and lay out some guidelines for how to go about it. It is intended to be a practical guide, based on the experiences of the various authors in working with schools throughout America, but particularly in Colorado.

Change strategies, note Beverly Anderson, Education Commission of the States, and Pat Cox, Regional Laboratory for Educational Improvement of the Northeast and Islands, involve collaborating, vision building, acting and reflecting. In the following chapters you will find several strategies for assisting change. In general, we see these strategies as following from strategic planning concepts.

The Strategic Options Initiative

The strategic options initiative in Colorado is a grass roots or self-help effort to encourage and support the restructuring of education and the redesign of schools. The initiative seeks to help schools move beyond tactical or procedural reforms to substantive, strategic restructuring of the way they operate and the way the school relates to the larger community. New environments for learning are essential if our youth are to possess the flexibility, adaptiveness and self-directedness to cope effectively with the continuing changes confronting them in the years ahead.

The initiative planners believe that most of our schools need to be redesigned to provide an education appropriate for the future. The purposes of the Strategic Options conferences include having school district personnel, students and people from other youth-serving agencies share ideas and strategies to meet the learning needs of all youth including those who are at-risk and disconnected from their schools.

In 1986-87, Ed and Jane Larsh, Larsh Associates pulled together the core of interest from Denver Public Schools (DPS), the Colorado Department of Education (CDE) and Colorado Options in Education, the alternative school organization in Colorado, to plan ways to support schools in strategic change. A forum was held May, 1987 in Denver entitled, Strategic Options for Reconnecting Youth. The options were those core strategic (as opposed to tactical) components identified by research as essential for restructuring and redesigning education. Approximately 250 participants from at least 24 school districts from Colorado and three other states attended. A resource book was developed for the conference by Richard Hulsart and Jim Hennes, Colorado Department of Education*.

A cadre of persons from various school and consultant backgrounds was developed by Arnie Langberg, Denver Public Schools, to assist schools at the forum, and to provide follow-up during the year when feasible. Training sessions have been held for these technical assistants or change agents.

In 1987-88 the steering committee identified three goals. First, to assist those

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*Resource Handbook: Strategic Options for Reconnecting Youth, April 1987. Includes sections on research, brief program descriptions of Colorado schools and a list of resource people. Available from Colorado Options in Education: contact James Hennes, Colorado Department of Education, 201 E. Colfax Ave., Denver, CO 80203, (303) 866-6842, price $5.00.

schools already implementing strategic options. Second, to build a diverse coalition of individuals committed to a serious restructuring of education, a coalition to develop a shared vision for the future of education in Colorado. Third, to continue the Strategic Options conferences.

A second forum, Strategic Options II was held April 1988, in Breckenridge, Colorado, hosted by the Summit School District. Approximately 190 persons and 27 teams attended. The forum was designed to assist both those who had attended the first year and those new to strategic redesign concepts. The forum presented a review of the research literature and took most participants through a school redesign activity.

In 1988-89, the initiative focused on three activities; developing the guidebook **Restructuring Education**; holding a workshop for technical assistants and change agents; and, conducting a third conference, Strategic Options III: A Self-Directed Strategic Planning Institute for School-Based Teams. The conference was attended by more than 240 persons representing 46 school and district teams.

In 1989-90, a fourth forum is scheduled for July 23-25, 1990, again at Snowmass. The steering committee has developed a vision and beliefs statement of education for the 21st century,* and another change facilitator workshop was held. A newsletter, Catalyst, has been started in collaboration with CDE, the Governor's Creativity Schools initiative, and others. Mary Ellen Sweeney is editor. A good number of schools, districts and even communities have made significant progress in strategic planning and redesign.

Presenters and workshop leaders at the various activities through Spring 1990 have included, in addition to the authors of this guidebook, the following: Jerry Christensen, Director of the University of Northern Colorado Laboratory School; Susan Klein, Colorado Alliance of Business; Walt Jackson, superintendent, Summit School District; Linda Lindsay, education director of the Denver Children's Home; Jeff Bogard, teacher at Jefferson County Open High School; Ken Yellowmoon, teacher at Byers Learning Center, Denver; Linda Damon, consultant; Dean Damon, assistant superintendent, Denver; Gordon Dveirin, Futures-Invention Associates; Vicente Serrano, CDE; Ray

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*Available on request from Strategic Options Initiative. Contact Jim Hennes, Colorado Department of Education.

Waier, superintendent, Mesa 51 Grand Junction; Nita Gonzales, Servicios de la Raza, Denver; Tom Synnott, principal, Englewood alternative school; Hank Levin, Stanford University; Dennis Mayer, President, Colorado Mountain College; Paul Czaja, Mitchell Elementary, Denver; Bernajean Porter, CDE; Art Combs, psychologist; Bill Hill, CMC; William Randall, Colorado Commissioner of Education; Tom Tancredo, U.S. Secretary of Education's Regional Representative; State Senator Jana Mendez; and Jeanette Darnauer, Aspen. In addition, many schools have hosted sessions to share information on their design and practice.

Co-sponsors for 1990 include:

Colorado Department of Education -- William Randall, Commissioner
Colorado Alliance of Business -- Janis Bolt, President
Colorado Association of School Executives -- Gerald Difford, Executive Director
Colorado Education Association -- Dan Morris, President
Colorado Mountain College -- Dennis Mayer, President
Colorado Options in Education -- Richard Stenson, President
Denver Children's Home -- Skip Barber, Director
Denver Classroom Teachers' Assn. -- Jan Erskine, President
Denver Public Schools -- Richard Koeppe, Superintendent
Education Commission of the States -- Frank Newman, President
Mid-Continent Regional Educational Laboratory -- C. L. Hutchins, Exec. Dir.
Office of Rural Job Training (DOLA) -- Dwight Steele, Director
UNC Laboratory School -- Jerry Christensen, Director

This guidebook on restructuring is an extension of the first three Strategic Options conferences. The ideas have been refined through numerous discussions by those attending the conferences and particularly by sessions with the steering committee and the technical assistants group.

The Calls for Restructuring

In the past few years, a number of states, many school districts and schools, and a variety of national education groups have begun rethinking the way education does business.

Declaring that "small improvements are no longer acceptable," a group of corporate executives in California has called for a radical restructuring of that state's schools, including reducing the required period of formal schooling by four years. "Most students do not meet today's higher literacy standards and are unlikely to meet tomorrow's," says Governor Bill Clinton, Arkansas. He added that it is clear that a

second wave of reform is needed; the concerns that touched off the first round have intensified, and strong barriers to change remain.

"America's school system is in deep, deep trouble," says David Kearns, CEO of Xerox Corporation. "The first wave of reform has broken over the nation's public schools, leaving a residue of incremental changes and an outmoded educational structure still firmly in place. The second wave must produce strategic changes that restructure the way our schools are organized and operate. It must create a new public school system characterized by accountability and performance. We've all been tinkering at the margins of the education problem for too long. It's time now to get to the heart of the matter."

"I don't think the schools are structured effectively to meet our educational needs for the future," says Harold Hodgkinson, Institute for Educational Leadership, "but they never have been. Most of the current talk about restructuring schools is rhetoric -- much of it heard in the 1950s -- and it reminds me of Satchel Paige's wonderful comment: 'this is deja vu all over again'."

Ron Brandt, Association for Supervision and Curriculum Development, has noted that "the freeway of American education is cluttered with the wrecks of famous bandwagons." "I think what's driving the calls for restructuring," says Stewart Purkey, Lawrence University, "is the sense among educators that schools as they have been previously are just not capable of being fixed. We need to have an entirely new configuration of schools."

Lynn Olson, Education Week, reports that: "Changes in how schools operate may be particularly crucial for the academic success of youngsters 'at risk' of failing or dropping out of school, a disproportionate number of whom are poor or minority." "Public schools have done a superb job with about 30 percent of the pupil population," says Robert Koff, dean of the school of education at the State University of New York at Albany, "better than they've ever done. But there's some 70 percent of the pupil population in this country that are not being well-served."

According to the MDC, Inc. report, America's Shame, America's Hope, "All students would benefit from restructuring efforts focused on 'at-risk' youngsters. It does not seem to be true that reform aimed at the above-average student necessarily 'trickles down' to at-risk youth. But there is evidence that the reverse of this process -- a kind of 'radiating up' effect from reforms that work for the bottom half of the class -- is

helpful to students at the top."

The Education Commission of the States says: "It is time to fundamentally restructure the full education system--not just schools, not just policies, but the full system. As more and more groups call for reform, increasingly sophisticated approaches are needed to ensure that successful change at one point in the system is not cancelled by change at another point or simply stifled by the existing system."

"Restructuring goes beyond improvement," states Littleton, Colorado, school district in its North Central Association high school study. "Since the turn of the century, school reform has generally been an attempt to make what already exists more efficient and more effective without disturbing the basic organizational features. Restructuring, on the other hand, demands comprehensive transformation."

What is needed, says Paul Heckman, University of Southern Maine, is a new view of one's world. In order for the culture of a school to change, for restructuring to occur, the world view of individual teachers, students and others about what is a school and what is learning must change. Views will not change, says Heckman, by using the conventional school improvement paradigm that focuses on adopting and implementing specific structures or innovations. Innovations rarely attend to the culture of the school and to the views guiding teachers. Teachers resist changes that do not make sense to them. Until the concepts underlying the innovations are incorporated into teachers' ways of viewing their world, little change in practices will occur. New concepts do not automatically fit into or replace what teachers now view to be right and sensible. The new and the old struggle with each other. Since the culture of most schools encourages the teacher to struggle alone with these conflicts, there is little motivation to change.

Larry Hutchins, executive director of the Mid-Continent Regional Educational Laboratory, states: "We at McREL believe that the current structure of schooling is not sufficiently powerful to educate students for life and work in the 21st Century. This isn't a criticism of today's educators. From our personal experiences we can attest to the quality, commitment and hard work of the teachers and administrators in our region. We would even say that American education is better today than it was five or ten or twenty years ago." The issue is the design of the current educational system, Hutchins notes. "The problem is that today's schools were fashioned in another era. Their design was based on the needs, beliefs, values, aspirations and norms of the Industrial Society. The system has been 'improved' and reformed. But, basically, it is the same system that

was designed nearly a century ago. It is not adequate to the task of empowering students for the world that awaits them."

There are concerns, however, that the rhetoric of restructuring may pass unnoticed with action resisted unless policymakers, educators and the public become more aware of what restructuring means. "People who just invested a good deal of political capital in enacting reforms that contain a fair amount of regulation aren't about to invest additional political capital in doing what they perceive as repealing what they just put in place," notes Michael Cohen, National Governors' Association. "The bad news," adds Adam Urbanski, Rochester Teachers' Association, "is that deep down inside, the public is suspicious of anything that doesn't resemble what they remember schools to be like."

What Is Restructuring?

Here's how Bill Clinton, Governor of Arkansas, describes restructuring. "Clearly, a second wave of reform must include restructuring," says Clinton, "but there is little agreement about what the term means. It has something to do with clarifying and simplifying the goals of education. It means that more students should be able to learn what today only a handful learn. It means changes in the system of instruction, better use of time, creating an atmosphere more conducive to learning, integrating technology more efficiently, and managing and leading schools more effectively.

"More specifically, the changing demographics suggest that in a second wave of reform the states need to expand early childhood education programs. Schools will also have to collaborate with health, welfare, and juvenile-justice agencies to educate potential dropouts, who are very likely to go on the unemployment or welfare rolls and live unhappy, unproductive adult lives. Multicultural programs are increasingly needed that convey what is common to American experience. A changing economy may require that schools be restructured to retrain unemployed workers and accommodate changed working situations among families. Schools might conceivably be open all day into the evening and be operated year-round to meet diverse community needs."

"Restructuring," continues Governor Clinton, "in many cases will mean decentralizing districts stifled by their own bureaucracy and 'flattening' management structures. Power can shift from 'downtown' to each individual school. Extremely large schools might be broken into schools within schools. Teachers can be given a far greater say in the running of the school, much as factory workers have in some

industries here and abroad. Teachers' work itself can be restructured with creative uses of technology, freeing them to work more closely with students on projects of their own or collaborative design. The teacher as repository-of-facts is already doomed by information technology. Classrooms need not have four walls and 35 seats lined up in rows. They can be anywhere, inside or outside, as long as learning is taking place."

David Kearns, CEO of Xerox Corporation, summed up his education recovery plan as: "... free market choice; restructuring to make the school the primary agent of education; a professionalized, accountable teacher corps; high academic standards; traditional values; and an appropriate federal role. Those are six points of an education recovery plan that can move us toward the schools of the future."

The California Business Roundtable's report, "Restructuring California Education: A Design for Public Education in the Twenty-First Century," focuses on the failure of the public schools to adequately educate minority students who constitute nearly half of California's total enrollment. The academic, demographic and fiscal realities facing California, the report says, "lead to an inescapable solution." Small improvements are no longer acceptable. "To meet the challenge of the 21st century," it continues, "California education needs to operate at a new plateau of student performance, teacher productivity, cost-effectiveness."

The Roundtable's report advocates many of the restructuring proposals, such as student and parental choice, smaller schools and school-based management, that have surfaced in other state and national reports. But it also includes several unusual ideas that are generating considerable controversy in the state, for instance, reducing the number of years students spend in traditional comprehensive schools from 13 to 9. Children between the ages of four and six would attend "primary schools," run by public or private providers who would compete for state contracts. Students who master core competencies by age 16 would be entitled to two additional years of specialized schooling at the high school or postsecondary institution of their choice.

Educators could improve schools more, says John Goodlad, University of Washington, by omitting many of the harmful practices now in place rather than by adding something new. We need, for example, to replace the egg-crate structure of schools with a more flexible use of space and a more malleable view of student progress. There is emerging, says Goodlad, an alternative perspective to the top-down, authoritarian, linear approach to change. This alternative perspective "represents what

is often referred to as a 'paradigm shift'-a reorientation of such magnitude that virtually nothing of one's previous world view remains. One-way directives are replaced by multiple interactions; leadership by authority is replaced by leadership by knowledge; following rules and regulations is replaced by providing more room for decision making; mandated behavior is replaced by inquiring behavior; accountability is replaced by high expectations, responsibility, and a level of trust that includes freedom to make mistakes; and much more."

The most dependable assurance that students are maximally involved in learning, Goodlad says, is a renewing school - one in which all those associated with it, particularly the principal and teachers, are continually engaged in a process of critically examining and improving the health of their school's culture.

A renewing school culture, says Paul Heckman, University of Southern Maine, is more likely to occur when: (1) teachers work together to make their beliefs explicit; (2) the school relates to the outside world in such a way as to be open to new ideas; and (3) the school finds ways to confront and resolve the struggles between new and old concepts.

Ted Sizer, Brown University, notes: "We've learned that planning requires a major investment of time [and that] everything important in a school affects everything else that's important." Sizer's Coalition of Essential Schools addresses fundamental changes that are necessary to deal with the new demands on the education system at the school level. The coalition has nine essential principles of effective secondary education (Figure 1).

"To help at-risk pupils succeed," says Gary Wehlage, National Center on Effective Secondary Schools, "educators may have to change the emphasis in schools from a bookish, sedentary, individualistic, competitive style of learning to one that is problem-oriented, active, manipulative and cooperative."

"Frankly," says Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, "if I had one wish for school reform, I'd like to see every high school broken up into units of no more than 400 students each. I'd like to see every high school student have a trusted mentor who genuinely knows who they are. I'd like to see all young people feel needed and have a sense of worth."

One of the better publications available on restructuring is by Glen Harvey and David Crandall, A Beginning Look at the What and How of Restructuring, from the

Figure 1

COMMON PRINCIPLES

Coalition of Essential Schools

Intellectual focus. The school should focus on helping students learn to use their minds well. It should not attempt to be "comprehensive" at the expense of the school's central intellectual purpose.

Simple goals. The schools' goals should be simple: that each student master a limited number of essential skills and areas of knowledge. The aphorism "Less is More" should dominate; curricular decisions should be guided by the aim of student mastery and competence rather than by an effort merely to cover content or "subjects".

Universal goals. The schools' goals should apply to all students, although the means to the goals will vary as those students themselves vary. Schools practice should be tailored to meet the needs of each group.

Personalization. Teaching and learning should be personalized to the maximum extent feasible. To that end, a goal of no more than 80 students per teacher should be vigorously pursued, and decisions about curriculum, allocation of time, and choice of teaching materials and their presentation must rest unreservedly with the school's principal and staff.

Student-as-worker. The governing practical metaphor of the school should be student-as-worker, rather than the more traditional teacher-as-deliverer-of instructional-services. A prominent pedagogy should be coaching, to provoke students to learn how to teach themselves.

Diploma by "Exhibition". The diploma should be awarded upon a successful final demonstration of mastery -- an Exhibition -- of the central skills and knowledge of the school's program. The familiar progression through strict age grades and "credits earned" by "time spent" in class will be unnecessary.

Attitude. The tone of the school should explicitly and self-consciously stress values of unanxious expectation ("I won't threaten you, but I expect much of you"), of trust (until abused), and of decency (fairness, generosity and tolerance). Parents should be treated as essential collaborators.

Staff. The principal and teachers should see themselves as generalists first (teachers and scholars in general education) and specialists second (experts in one particular discipline).

Budget. Ultimate administrative and budget targets should include a total student load of 80 or less per teacher, substantial time for collective staff planning, competitive staff salaries, and a per pupil cost no more than 10% above that of traditional schools. Inevitably, this will require the phased reduction of some services now provided in many comprehensive secondary schools.

Regional Laboratory for Educational Improvement of the Northeast and Islands. This publication, supporting the Maine restructuring project, explains that restructuring is not "adding more of the same, tinkering around the edges, even making significant improvements to the current structure." No agreed upon definition exists, but underlying

any definition "is the shared belief that the current system must be rethought and redesigned in order to be more effective in meeting the demands of our changing society and achieving commonly held goals," the authors write. Harvey and Crandall define eight core components of restructuring: (1) focus at the building level, (2) educate all students, (3) clarify and raise expectations, (4) personalize teaching and learning, (5) rethink the roles of educational personnel, (6) apply research, (7) humanize the educational climate and (8) involve parents and the community.

Thomas Timar, Harvard University, and David Kirp, University of California, Berkeley, note that the major shift that must occur is to make the school a better place in which to work and a more satisfying place for those associated with the school. Further, it is the whole school, not teachers or students or curriculum which must change.

The goal of restructuring is to improve student learning. "For too many people, restructuring has become an end in itself," says Lee Shulman, Stanford University. "The purpose of restructuring is not empowerment but enablement. It's not to give teachers more power, it's to give them the ability to respond appropriately to kids." Change in schools will occur, says Frank Newman, Education Commission of the States, because teachers and principals desperately want to be part of - not the objects of - a reform movement. The policy issues are: has reform made a difference in the daily operation and structure of the school; has the quality of schooling and the quality of learning improved?

In summary, restructuring means moving beyond maintenance of systems and tactical school improvement to strategic and fundamental change as a continuous process. As Jane David, Bay Area Research Group, notes: "a system designed to engage the minds of 21st century students will look very different from a system created during the industrial era. Time, space, and other resources will be allocated differently. Roles and relationships among staff and between staff and students will shift. Accountability will rest on informed professional judgment and on measures far more sophisticated and relevant to educational goals than multiple choice standardized tests. As in business and industry, flexibility to respond to a rapidly changing world will be built into the system."

Assumptions and Beliefs

Restructuring, says Shirley McCune, Mid-Continent Regional Educational

Laboratory, is not an event which will be completed over a short period of time; rather it is a long term process which will require years of effort. It is doing things in new and better ways to meet the changed needs of the community. The chapters in this book attempt to describe specific ideas for restructuring and change. We do not assume there is one method or one blueprint. However, we do try to provide practical guidance, understandable to parents or staff, reflecting our collective experience working with schools. We suggest there are a number of essential components or options which the research support as part of strategic change in schools (see Chapter 1).

In addition to these strategic options or components, we have written down some of our basic assumptions or beliefs which have guided our workshops and conferences. Shirley McCune notes that we are all victims of our personal experience. The fact that we, the authors, have a set of shared beliefs and generally agree on the direction of West is amazing. The change strategies described in the subsequent chapters are based on the beliefs listed in Figure 2.

Figure 2

SHARED BELIEFS

Colorado Strategic Options Initiative

1. Every person is capable of learning, of fulfilling educational goals, and of the self-directed learning required for continuing educational growth.

2. If our schools are to be significantly better, they must be significantly different. Schools must become self-renewing organizations that can learn from experience and change to meet the needs of the present and the future.

3. The restructured school is a stage in the transition to the preferred future of a learning community or learning society.

4. Knowledge and resources are available on how to redesign schooling environments and how to effect a climate for learning which assures success for every student and greater satisfaction and professional growth for every teacher.

5. Educational change takes time and requires the commitment and involvement of many parties: teachers, parents, students, school staff, administration and community.

6. Restructuring means moving beyond maintenance of systems and tactical school improvement to strategic and fundamental change as a continuous process. Tinkering to improve effectiveness within conventional schooling is not restructuring.

7. Restructuring is driven by strategic planning concepts of vision, involvement (collaboration), planning, action and reflection. Restructuring occurs in a spiral model of planning, staff development and change recycling over time.

8. The educational change process, and the vision which drives it, is based on experience, values, and knowledge of human growth and development, learning, teaching and future demands.

9. Restructuring is systemic: strategic change and redesign requires addressing all elements of the learning environment--purposes, psychological environment, students, strategies, stuff, staff, space and time.

10. Restructuring is synergistic: not only does developing one strategic component lead to dealing with other components, but the change produced by addressing several components is a major restructuring greater than that produced by isolated options and improvement efforts.

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James D. Hennes is senior consultant, Planning and Evaluation Unit, Colorado Department of Education (CDE). Dr. Hennes has worked in planning, research, and evaluation. For many years he has worked with Colorado schools in accreditation, accountability and school effectiveness and climate improvement. He has been involved, with his wife Virginia, in starting two Montessori schools and is on the board of Colorado Options in Education, the state alternative schools organization. He currently is working in CDE on evaluations in bilingual education and special education. Jim can be reached at: 201 E. Colfax, Denver, CO 80203; (303) 866-6842.

CHAPTER 1

CHANGE: THE NEED AND THE STRATEGIC OPTIONS

Ed Larsh
Educational Futurist

Restructuring education is the most significant priority of our time. Currently, most of our schools are more like those of the Industrial Age rather than schools which will prepare students to be citizens of the Information Age and the 21st Century. Our job is to restructure schools and to bring the community to the school and the school to the community.

As we restructure education, we need to think about a different "state" or level of education, a change in kind. What we must be about is not merely, "What we are doing," but rather, "How we think about what we are doing." Einstein said, "The world today has problems which cannot be solved at the same level of thinking we were at when we created them." Changing our level of thinking requires a new understanding involving paradigms. It also requires that we recognize that there is a "structure" in which we are thinking, which is distinct from "what" we are thinking.

This book will deal with creative thinking, hopefully leading to new ways of doing things. Let me suggest we break our existing paradigm about the way we approach a book. Normally we read a book, looking from our existing paradigm. We finish the book and then decide whether we liked it or not -- whether it was valuable. I would suggest that nothing in this book is inherently valuable, in and of itself. The value of the book will be determined by your use of it to make a difference in your ability to be a leader in the education process in your school. Where that change will occur will be in your transformation - a paradigm shift - a different way of seeing the world.

We all have a set of "blinders" around us which limits what we see. You can call it culture, or a certain narrowness because of our job title or territory. Label it what you like, but recognize that there is a phenomenon which limits us. Futurists call it our structure of thinking or paradigm.

I suggest the transformation be not just change, but a change in kind, a different state that requires us to accept the possibility of a different order of things. New information in old structures does not accomplish much. We have to change the structure. I am asking you to envision something you currently cannot see. To do that, we have to get outside of ourselves.

In her book, The Aquarian Conspiracy, Marilyn Ferguson describes the four ways in which we change:

1. *Change by Exception* is the easiest and most limited. The old belief system remains intact but allows for a few deviations. An individual may dislike all members of a certain group except one or two. These are dismissed as "the exception that proves the rule" rather than the exceptions that disprove the rule.
2. *Incremental Change* occurs bit by bit and the individual is not even aware of being changed.
3. *Pendulum Change* is the abandonment of one closed, certain system; the hawk becomes the dove, the religious zealot becomes an atheist -- and vice versa.

Ferguson points out that these three means of change stop short of transformation. In each of these cases the brain represses information that does not fit with its dominant beliefs.

4. *Paradigm Change* is a transformation, a new perspective or insight that allows information to come together in a new structure, a harmony of ideas made into a powerful synthesis.

Ferguson believes that a paradigm change is the most challenging change because it relinquishes certainty. It includes different interpretations from different perspectives at different times. One realizes that previously held views were only part of the picture and that what is now known is only part of what will be known later. According to Marilyn Ferguson: "Change is no longer threatening. It absorbs, enlarges, enriches. The unknown is friendly, interesting territory. Each insight widens the road, making the next stage of travel, the next opening, easier."

"Change itself changes," say Ferguson, "just as in nature, evolution evolves from a simple to a complex process. Every new occurrence alters the nature of those to follow, like compound interest."

The Need

Theodore Sizer says, "There is a poor fit between widely accepted goals for our schools and the routines we have long used to try to achieve them. Until we honestly confront the inadequacy of school structure, we will continue to cheat students, frustrate teachers and waste money."

John Goodlad, who is not known for hyperbole, said: "I do, in fact, doubt that schooling as presently conceived and conducted is capable of providing large segments of young people with the education they and this democracy require. Far reaching restructuring of our schools and, indeed, a restructured system of education, is required."

The National Council of Economic Development (CED) released a policy statement in 1986 entitled, "Investing in Our Children - Business and the Public Schools". This significant report gives a positive sanction to what we are about. Let me quote some of their findings as you start to switch paradigms:

- "Educational reform is essential to economic growth."
- "A well educated work force with habits of collaboration and cooperation as well as competition is the most important asset any nation can possess."
- "The quality of people that businesses employ is central to their success."
- "Most schools today are efficient models of the industrial world -- but we are no longer predominately an industrial society."
- "Half of all 18-year olds in America do not secure any education beyond high school."

The National Council on Economic Development concluded its policy statement by recommending that schools:

- become more accountable;
- develop better management practices;
- undergo major reform which should be participatory rather than top-down;
- place a heavy emphasis on liberal education for all;
- provide heavy funding for pre-school education.

These significant recommendations have considerable meaning. They were the result of the efforts of over 500 distinguished business persons whose primary purpose was the economic revitalization of America.

Analyzing the CED report along with other "crisis" literature, one can conclude that the needs of today's high tech society are not served by traditional school organizational forms. In addition, high tech firms are people oriented. They are not well served by the old specialized vocational skills. Their stock is literate people who can think critically and be creative.

Creativity cannot flourish in the environment of the bureaucracies of the Industrial Age schools. They were designed to produce uniform products. Bureaucracies are not simply indifferent to creativity, they are hostile to it.

All students leaving secondary schools need the same set of skills, whether they are entering the work force, going on to higher education, or joining the military. No longer does the nation need one group of students narrowly trained in academic pursuits and another group narrowly trained in vocational skills.

Training becomes education -- and regardless of what your credentials say -- if you can contribute to a new and better way of helping people increase their academic competencies -- and enhance their thinking skills -- you will be very valuable and very employable -- and so will your students! We need to crumble the other artificial barriers in the way of creating 'one system.' The final recommendation of the Hayden Report of California, October, 1985 says:

> "There is an ecology of education - in reality, every segment is affected by every other - and none can escape the consequences of the future."

The Process of Identifying Strategic Options

Over the past eight years public education has witnessed several major strands of activity addressed to the issue of appraising the quality, effectiveness and/or relevance of schooling in America. Jerry Villars conceptually organizes these works into four strands:

A. **Futures literature** - an assortment of books and articles detailing trends data and anticipating the needs of society and, by implication, education for the emergent 21st Century (e.g. The Third Wave; Megatrends; In Search of Excellence; The Fifth Generation).

B. **Effective schools research** - a substantial number of studies assessing present classroom instructional practice and organizational functions (e.g. Edmonds, Evertson, Purkey, Rosenshine, Rutter, Stallings, etc.)

C. **Crisis literature** - national reports prepared by committees and largely critical of present schooling results (e.g. The National Commission on Excellence in Education; Twentieth Century Fund Task Force; ECS Task Force on Education for Economic Growth, etc.).

D. **Scholarly studies** - major authored studies including detailed observations of present schooling settings and recommendations calling for structural revisioning of schools (e.g. A Place Called School; Horace's Compromise; High School).

Villars further notes that the literature of strands B and C suggest the need for reform within the existing schooling structures, inviting improvements which may be perceived to be procedural in scope. Improvements would represent a set of adjustments or fine tuning of the present models of teaching and learning. Strands A and D view the future needs of society and education as requiring more substantive, indeed, radical changes in schooling practice. Educators such as John Goodlad, Theodore Sizer and Ernest Boyer state a need to move beyond procedural reforms to substantive restructuring of the way most schools presently operate if the youth of today are to possess the flexibility, adaptiveness and self-directedness to cope with the rapid and continuing changes confronting them in the years ahead.

The Larshes, in their work with schools over the past several years, examined the research and studies in each of these strands in order to find those changes which could make the transformation from the status quo culture of education.

Futures Literature (Strand A)

From the futures literature the analysis projected by the Naisbitt Corporation was very valuable. Six criteria can be derived from Naisbitt's Megatrends which speak directly to the structure of societal institutions and the accomplishment of their functions. These criteria are the following:

1. **Information-based:** knowledge is power and is broadly diffused throughout society rather than vested in a few individuals. Learning is a lifelong

process and everyone is a learner throughout his/her life. Knowledge will continue to grow at an exponential rate, primarily driven by two forces: a) dramatically increased ability to tap an expanding human intellectual potential; b) enhanced use of multiple, interactive technologies to manage, access and utilize information.

2. **Decentralization:** bottom-up decision-making. The local community is the primary source of action, followed by the state, with the federal government being the most remote element in the decision-making process.
3. **Self Help:** the individual is primarily responsible for his/her own participation in the learning process. The role of those employed by the institutions is to help the individual in that process as requested. The primary orientation is that of active learning rather than passive participation.
4. **Participatory:** all individuals have the opportunity to be part of any decision-making process that affects them. Power is diffused in a new partnership called the learning community in which the learner, the professional educators, the learner's family and the community are equal and interactive partners in the process. Openness and accountability characterize this interaction.
5. **Network Oriented:** process is as important as product. Networks rather than hierarchies are the primary and most efficient means of information exchange and resource sharing.
6. **Multiple Options:** education increases one's options. The thrust for self expression has placed greater focus in society on the individual as an individual, rather than as simply part of a group. The diversity of our culture contributes to the wealth of options available.

Effective Schools Research (Strand B)

The multitude of studies from the effective schools research provided a great deal of empirical evidence on how to improve schools, but not much help in how to restructure them. This research did clarify the difference between tactical decisions and strategic decisions.

Crisis Literature (Strand C)

The analysis of the findings of the 200 plus reports on the status of education, including "The Nation at Risk", contributed a description of the problems: lack of critical thinking skills; poor writing proficiency; low math and science knowledge; lack of civic understanding and responsibility, etc.

The recommendations of the reports were primarily quantitative in nature: a longer school year; more time on task; increased graduation requirements, etc. Very few of the reports hinted at the simple understandings that doing more of something that is ineffective does not result in effectiveness, or that new information applied to an old structure doesn't make much difference. In recent years some of the crisis reports have begun to move beyond calls for tactical refinements to calls for strategic change.

Scholarly Studies (Strand D)

The research that seemed most to meet our criteria was that which was done and reported by Goodlad, Sizer, and Boyer. Their work was validated by many studies being done on culture, management, economics, demographics and change, most of which only peripherally addressed education per se.

Using the analysis of the data from all four strands described above, a list of probable directions for restructuring schools was then developed (see Appendix A for complete list). These directions were broad in nature and included the changes necessary for educational organizations moving from an industrial society to an information society. Included in these directions were the changes necessary in such areas as:

- goals of education
- delivery systems
- education personnel
- financing of education
- community outreach

From this generic list of probable directions a more specific listing of areas of emphases necessary for the schooling process of the Information Age was developed. These 13 areas of emphases represent a consensus of those strategic changes supported by Sizer, Goodlad and Boyer (see Appendix B for complete list), and describe more

specifically the impact of such strategic changes on the teacher, the student and the curriculum.

Which items from this list of 13 have the highest priority? Which changes must function in relationship to other changes? Which areas of emphases meet the criteria of "one system"? Which items in combination can meet the needs of the educationally disadvantaged and the so called gifted student at the same time in the same building?

These questions were asked during the strategic planning process in many different districts in Colorado and across the country. The conclusions drawn from those efforts were that the following strategic options were the most vital for creating a transformation of a school:

changed roles for students and teachers
competency-based education
continuous progress
core curriculum
experiential, active learning
integrated curriculum
integrated staffing
integrated guidance
personalized education
school-based management

Part of the consensus-building priority process involved an understanding that these strategic interventions could not be implemented in isolation. Once a school district/school adopts a policy of moving toward competency based education, it must accept the challenge of continuous progress. When a core curriculum philosophy is established, integrated staffing becomes the primary delivery model. These critical interventions, being strategic in nature, drive an entire new change process as the implications of each intervention impact on the total ecology of the system.

In 1990 the Strategic Options steering committee and others reviewed and reconceptualized the strategic options listed above as part of the development of a vision statement. Five essential components were described to summarize those strategic components essential to restructured schooling and learning communities (Figure 1).

This research base is the genesis of the book. It has resulted from the

compilation of the data, the experiences, the analysis, and then changes in the strategic planning process while bringing about restructuring of education.

Restructuring is not used as a synonym for improvement. According to Shirley McCune, "Improvement focuses on bettering the state of the art. Restructuring, because it is a response to changes in the external environment already affecting schools, allows for significant shifts away from what has been done in the past."

In helping to form the Strategic Options Initiative we realized that each of the consultants with whom we collaborated had a slightly different approach. We see this as a major plus for it allows you to choose, as a starting point those ideas best suited to you relative to your emphasis. We believe we are all going in the same general direction; only the trails are a little different.

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Edward Larsh is a private consultant, with his wife Jane, in Larsh Associates. Dr. Larsh has served as a director of the Peace Corps and in the Region VIII Office (Denver) of the U. S. Department of Education. He has worked in strategic planning with Learning Trends, and both the Mid-Continent and Far Western Regional Education Laboratories. He has consulted extensively with schools and governments in this country and many foreign countries. Ed and Jane can be reached at: 9179 State Highway 82, Carbondale, CO 81623; (303) 963-9221.

Figure 1

ESSENTIAL COMPONENTS

ESSENTIAL RESTRUCTURING COMPONENTS FOR TRANSFORMING THE SCHOOLS OF TODAY INTO THE LEARNING COMMUNITIES OF TOMORROW

The Colorado Strategic Options Initiative promotes the restructuring and redesign of education to enable all schools and communities to meet the needs of all students and citizens in the future. A variety of changes in schooling are needed which must go beyond conventional improvement practices. Our schools must be developmentally appropriate for the student and operationally consistent with our vision.

Tactical decisions are concerned with relatively short-term activities necessary for maintaining the organization and, at times, for partially moving the educational process in the desired direction. Tactical decisions focus on improving present practices and being effective in what we currently do. Tactical decisions can get a school started toward change, if they are consistent with the strategic vision, but they cannot produce a restructured school.

Strategic decisions deal with the total context of schooling. They are concerned with the nature and structure of the educational process and with the means whereby this process can be substantially modified. Strategic change or restructuring challenges the status quo and involves qualitative changes. Such decisions focus on the psychological and philosophical bases of education, the educational environment, what is to be learned, and how learning is to be nourished.

What we are saying is that doing better what we conventionally do cannot address the needs of most students. Nor can it produce schools which offer the learning opportunities needed for our students in tomorrow's world. What we know about learning, about the future, about our multicultural society and about current school problems calls for major change and substantial restructuring of our schools and of the total learning environments in our communities.

The following represent a number of interrelated **strategic** components essential to restructured schooling and learning communities. These components have been identified from futures literature and the research on learning and quality education.

1. **School-Centered Decision Making and Accountability**

   Rationale: The power to make decisions should reside with those most affected by those decisions.

   Description: Schools will become the centers of decision making and renewal. Educators and the community, who are held accountable for the performance of students, will also hold the power necessary to accomplish their task. This will include control over such critical variables as budget and personnel. Time to create and sustain a transformed school must be found. School-centered decision making will require a new, supportive role for the conventional central office structure and a new level of partnership for school and community.

2. **Personal Sense of Belonging**

   Rationale: The most effective learning environments are those in which both teachers and students can feel a sense of belonging and empowerment. The work group is small enough that frequent, direct and honest communication is possible among all of its members.
   Description: Collegial teams of teachers, support staff and students work as an integrated unit within a family-like organization. Guidance is integrated into the program, enabling the adults to be involved in the development of the whole child. Every student is treated as special, given personal attention and prevented from "disconnecting" or drifting through school anonymously.

3. **Flexible Use of Time and Space**

Rationale: Regarding human learning, high quality of performance must be the constant, while time to reach peak performance must be the variable.

Description: Schooling should provide sufficient flexibility of scheduling, student learning time and performance options to enable every student to acquire those essential skills and body of knowledge requisite to the development of full potential.

Flexibility of time implies a continuous progress approach in which essential learnings are clearly stated and time is scheduled to fit the nature of the task and the needs of each learner. Flexibility of space implies that variable spaces and settings are provided which also relate to the nature of the task and activity to be engaged.

4. **Integrated Core Curriculum: Common Outcomes–Diverse Paths**

Rationale: Every young person must be provided the opportunity and the necessary support to meet fully her/his responsibilities as a citizen in the emerging twenty-first century.

Description: The curriculum should be so personalized as to respond to each student's unique talents and capabilities. At the same time, it should stress, both in its process and content, a common core of interdisciplinary skills and understanding enabling every student to grasp fundamental relationships, to link disparate bodies of knowledge and to make useful decisions based upon these skills and understanding. Comprehensiveness is an essential component of a learning community. Intellectual focus is an essential component of the school.

Every student should have a personalized learning plan clearly identifying major areas of personal, social and intellectual development. A portfolio of accomplishments in these areas should be maintained by each student to reflect growth toward personal potential. Evaluation of any outcome should include more than one means of assessment.

5. **Changed Roles**

Rationale: Any authentic act of learning is essentially an active role for the student as well as the teacher.

Description: For students to function well within a learning community, their role must move away from passivity to an ever increasing active responsibility to acquire and use knowledge. This change in the student's approach to learning requires the teacher to move away from the customary role of being a dispenser of knowledge and to take on the role of being a learner and a facilitator of learning.

Strategic Options Initiative, April, 1990

CHAPTER 2

CARING AND ENGAGEMENT

Arnold Langberg
High School Redirection, Denver Public Schools

Schools are complex organizations with many interrelated components. An apparently minor adjustment in one part may cause undesired changes elsewhere in the system. If you are going to attempt the radical restructuring of a school, you must choose one or two aspects that you wish to establish and maintain, and only after these have been put in place should the other components be considered. I propose that the creation of a **caring** environment in which all participants are actively **engaged** in learning would be the place to begin, and that decisions about curriculum and schedules must be made to support caring and engagement. In a real sense, caring and engagement will become the curriculum.

Caring for Kids

Every student in every school should have at least one staff member who knows that student well, to whom that student can turn for personal support. This is not likely to be effective under the current guidance structure where each counselor has 300 or more students to counsel. If, however, all staff members were to participate, the ratio could be closer to 16 to 1, and that would have a chance to succeed, if proper support were provided.

There are four specific support structures that are necessary for the implementation of a successful advisor system. First, and by far most important, is time. If advising is the most important task, then it must be scheduled before anything else. My 19 years of experience with advising at the high school level suggests that a minimum of 1/3 of a teacher's time be set aside to allow at least an hour a week for group advisement and an hour every other week for each of the 16 individual advisees. At different school levels and different stages in students' development there would be

adjustments to this, but it will be in the direction of more time rather than less.

The second support structure is a continuing inservice education program specifically geared to the needs and concerns of the teacher advisors. Most teachers are already quite capable of advising (it was assumed to be part of the job until guidance emerged as a specialty in the 1950s), but they often feel inadequate because they haven't been "trained" as counselors. The inservice program is needed as much to build their self-confidence as it is to introduce them to new skills and information.

The skill that will probably need the most emphasis is listening. Adults don't listen to kids very much, and teachers are often too busy talking to listen, so even if they once possessed the skill it probably has atrophied. As the advisors become better listeners, they will pick up clues that will enable them to help their advisees begin to develop personalized educational plans. Many of these clues will concern life outside the classroom and even outside of school, and this will create a need for information that advisors had not previously found essential. If the director of the program will listen to advisors as advisors should listen to their advisees, the curriculum for the inservice program will become obvious.

The third support structure that must be available is a team of people with experience and expertise in psychology and social work. There will be times when advisors will find themselves in over their heads in trying to respond to the problems of their advisees, and they will need access to the team for advice, for direct intervention and perhaps for referral to outside agencies. This team also can help the advisors avoid taking on situations that are beyond their capabilities. The advisors are really practicing what might be called "first aid" in the arena of mental health, and they must be aware of when greater expertise is needed.

The fourth support system is a series of regular sessions in which each advisor will meet with all other staff members who are working with his or her advisees. This will provide everyone with a more complete picture of each student's functioning, and it will enable the advisor and the staff members to coordinate their efforts on behalf of each student. A secondary benefit of this arrangement is that advisors will have an opportunity to learn from each other, providing "inside" experts to supplement the "outside" experts from the inservice program.

If an advisory system is the agreed upon means for caring for kids in school, then all four of these supports must be in place.

Caring by Kids

It is important in the development of a caring environment that, in our concern for students, we don't overlook their need to care for others. Bronfenbrenner states that more than half of American 18-year-olds have never had to care for someone else, have never been needed. It is my contention that both teen-age suicide and teen pregnancy are logical consequences of such a situation.

There is a movement in this country to make "service" a graduation requirement. Ernest Boyer devotes an entire chapter in his book, **High School**, to this concept. I have been involved in many philosophical discussions about the apparent paradox of requiring service or granting credit for service. I believe we will live with this paradox until the society in which our schools exist demonstrates that it values service. Only then could we do away with such artificial incentives.

The expectation of service by students should begin at the earliest levels and continue right throughout their schooling. There are opportunities for helping other students and adults in the school building as a comfortable way to begin, and group activities in the larger community can be a next step in this process. Ultimately every student should have had the experience of giving something to someone else while expecting nothing in return.

If caring is fundamental to the restructured school, then service cannot be viewed as an extracurricular activity. It must be an overt component of very aspect of the school culture, including the formal curriculum.

Caring for Staff

If the caring curriculum were to be implemented tomorrow, keeping in mind the current school structure and societal context, teachers would be given a curriculum guide, some sample lesson plans, a suggested schedule, and then they would be told to "go out and teach these kids to care." When it didn't succeed, we would surely know whom to blame.

What is needed, of course, is the creation of an environment that cares for teachers, for the entire staff. I have been saying for many years that schools are for teachers. Students are transients moving through the system, while the teachers are spending significant portions of their lives in that system. All too often, however,

teachers are seen as appurtenances of the system, a kind of human "furniture." It is unlikely that they will be very effective in caring for and empowering the students when they, themselves, feel alienated and powerless!

The four support structures previously mentioned in the section on caring for kids are also a powerful demonstration of caring for staff. Time is a common aspect of the four: time to listen to advisees, time to acquire information and new skills and to sharpen old ones, time to seek advice and consultation from experts, and time to share with colleagues. Here, too, as with student service, these activities are central to the philosophy of the school, and time must be provided for them within the school day.

The most significant indication of caring for staff is their participation in all decisions that will affect their personal and professional lives. That does not mean burdening them with endless committee meetings dealing with "administrivia." Staff empowerment cannot occur without staff enlightenment. They must be able to understand the current functioning of the system. They must become aware of other possibilities for accomplishing the mission for which the system was created, and they must have time with their colleagues to determine how they can most effectively apply the power they have discovered.

All of these aspects of caring for staff will have benefits for students as well, but the most important will be the teacher as learner, in a process of self-empowerment that will serve as a model for what we desire for our students.

Engagement

Sedlak, in Selling Students Short, which focuses on those students who have not dropped out, estimates that at least 2/3 of the students still in school are disengaged from their learning. I would question whether, in fact, learning can take place at all while the student is disengaged, but if it can, it is probably very low-level learning. This sad situation, I believe, is due in part to the accountability phenomenon. As pressure for accountability has increased, the education establishment has responded in two very disturbing ways. First, in the teaching/learning process, it is clear that we have much more control over teaching than learning, so we think we should do more teaching, if we are to become more accountable. (Notice the typical American response that quantity is the issue rather than quality). Second, if learning is to be measured for large

numbers of students, it will be done by machine-scored, standardized, objective tests, and we consequently reduce what we teach to those items that are easily quantified, thus trivializing education.

There are other pressures that have contributed to the current passivity in the learning environment. There has always been a puritanical thread running through our national outlook, and this has been widely embraced as part of the reaction to the excitement of the sixties. Law and order, discipline, running a "tight ship," these have been the signs of an effective school in our recent popular culture. Learning apparently takes place only when a teacher is talking to students. If students are talking to each other, they become "discipline problems,"

There is a great deal of research, however, especially in studying early childhood, that suggests that learning occurs most effectively in situations where the learner is actively engaged and where there is a sense of play. This has been supported by brain research and also by reminiscences from highly creative and productive adults. As a child moves up through the school system, however, active, playful learning diminishes rapidly. Exceptions can be seen in some art and music programs, on the playing fields, and in some vocational programs. But in the "important" subjects (which, therefore, we must require!), play is forbidden (and so, of course, is joy).

A school that is restructured to foster caring as described earlier, is already supportive of the concept of engagement. The advisory relationship, student service and the participatory decision-making model are all examples of structures requiring active involvement. This should be extended to include options for active participation by students in every aspect of the school: governance, food service, building maintenance and beautification, hiring, program and personnel evaluation and, especially, the formal curriculum. Every course, every unit, should have opportunities for students to be producers as well as consumers. This could begin at the entry reading level through the use of the language experience method, where students' spoken language becomes their reading material. It could culminate in a student defending his or her performance in the total education program in order to receive a diploma.

Conclusion

Most people would subscribe to the idea that caring and engagement are desirable attributes of a school setting, but they have difficulty figuring out how to make them part of the existing school structure. I have tried to show that caring and engagement are sufficiently important that the entire structure of the school should be built to facilitate their occurrence. This has obvious implications for the role of the teacher, the nature of the curriculum and the evaluation system. It seems sensible to me that our structure should support our goals.

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Arnold Langberg is principal, High School Redirection and Director of Alternative Education, Denver Public Schools. He formerly was principal at the nationally recognized Jefferson County Open High School in Evergreen, Colorado, and was co-founder of the Great Neck Village School, New York. Mr. Langberg has served on several commissions and editorial boards and has consulted with numerous schools in their change process. Arnie can be reached at: High School Redirections, 1900 Downing Street, Denver, CO 80218; (303) 860-9586.

CHAPTER 3

GETTING THE HERD HEADED WEST: RATIONALE AND PROCESS

Ed Larsh
Education Futurist

"What you think about and believe, you will become."

"Vision is the single most empowering and motivating factor in human organizations. It can bond diverse people together."

Warren Bennis

The recent acceleration of change in our society has rendered irrelevant the direction that education was headed in the late 1950s, but the vast majority of educators has continued in much the same direction. The pertinent value question of the times is, "What direction should we be headed?"

The futurists and most of the researchers agree that this question evokes answers that are on a higher plane than when the problems began to occur. They agree that concepts such as change, pluralism, anticipation, strategic planning, participation and integration must be part of the solution. It is this brief, analytical understanding that has driven some educators into becoming change agents. They understand that the maintenance of the status quo does not accommodate the future.

The Educator As Change Agent

"Life, at its best, is a flowering, changing process in which nothing is fixed."

Carl Rogers

After "paying my dues" as a teacher, as an administrator in the public schools, in the United States Peace Corps and in the United States Department of Education, I found myself in a cabal in the early 1980s. Geographic accident allowed Dr. Larry Hutchins, director of the Mid-Continent Regional Educational Laboratory, Dr. Shirley McCune, then director of state programs for the Education Commission of the States and myself, director of special projects for the Denver Regional U.S.O.E., to collaborate.

Since all of our offices were in Denver, we were able to join forces and considerable resources to bring some of the best thinkers in America to Colorado as we were gathering data and ideas.

Our ad hoc mission was described by Shirley McCune as "PSI" (parallel, simultaneous interventions). We became actively involved in trying to change educational systems around the country. We had lots of lunches, lots of meetings, as well as local and national conferences, and lots of arguments; we developed a strategic planning process. We started field testing immediately. We are still modifying and using the process, each of us with a different thrust, but always with the same beliefs:

- Structural change is needed;
- Strategic planning is needed;
- Action with on-going evaluation is needed;
- Participatory leadership is needed;
- Equal opportunity and access for the disadvantaged are needed.

We also realized that a tolerance for ambiguity and paradox is desperately needed.

We developed a generic model to do strategic planning (Figure 1).

We established the difference between long-range planning and strategic planning, and started to refine the process immediately. Over the years we created a network of people helping and sharing strategic options. You are invited to join this network. We believe you are needed to help "get the herd headed west."

Figure 1

STRATEGIC PLANNING OUTLINE

- Environmental scan
- Situation audit
- Mission statement
- Vision statements about a preferred future
- Plan for action
- Method of evaluation

The Ever-Changing World

"The true believer is the real danger. The study of history and culture teaches that all the world was mad in the past; men always thought they were right, and that led to wars, persecutions, slavery, xenophobia, racism, and chauvinism. The point is not to correct the mistakes and really be right; rather it is not to think you are right at all."

Allan Bloom

Historians believe that the future of the nations of the world is based on economics, demographics and politics. If this is true, then these must be a part of our consideration. An examination of the statistics on economics and demography quickly points out the need for educational change. A litany of such statistics is included in Appendix C of this book, taken from a variety of articles setting the context for change in education.

An examination of such statistics uncovers some startling revelations. The average worker cannot afford the average house in America. The average worker in American cannot afford adequate health care. America does not have a child care program (educational system) that is comparable to other industrial nations. Sixty percent of the college graduates of 1982 are presently employed in jobs that do not require a college education. Thirty of the 32 largest school districts in the country have a majority-minority student population, and the percentage of that minority population headed for higher education is dismally low.

Approximately 90 percent of single parent families are headed by women. Most of those must work and most of them earn less than $10,000 per year. The value of welfare and food stamps has not kept pace with inflation. Since 1980 the tax burden on the poor has increased more rapidly than for the rich. Increase in divorce and broken families has raised the poverty rate; this trend continues upward into the 1990s.

Mobility? East to the West, North to the South, snowbelt to sunbelt, South and Latin America to Podunk, Minnesota. America is growing grayer and older. The older population has more numbers, more clout and no children currently in school.

A vast majority of the jobs in our service and high tech society will be routine, relatively meaningless jobs. A challenge for educators now becomes offering learning so that these individuals can enjoy a quality life in a productive way without having a meaningful job.

These diverse demographic and economic issues represent only some of the problems which must be addressed by public education if it is to remain relevant. Equity continues to be a major social concern. Civil rights have moved from the court room to the school room. To believe in public education is to believe, as Thomas Jefferson believed, that democracy is dependent on the people being well educated; not some of the people, but all of the people. It also means that educational institutions cannot discriminate, cannot select only those that are sanitized, wealthy or acceptable.

All the issues cannot be specifically addressed by transforming the educational system. However, to ignore these issues and continue to maintain the practices of education that had relevancy primarily in the past is to admit to something other than leadership.

Globalization

> *"We did not think of the great open plains, the beautiful rolling hills, and winding streams with tangled growth as 'wild.' Only to the white man was nature a 'wilderness' and only to him was the land 'infested' with 'wild' animals and 'savage' people. To us it was tame. Earth was bountiful and we were surrounded with the blessings of the Great Mystery."*
>
> *Chief Luther Standing Bear*
> *Oglala Sioux*

Examining the dynamics of economics and demographics leads to the need to understand the issues of globalization. These issues include:

- species survival
- the impact of distant events
- the appreciation of aesthetic and cultural diversity

The first primary of all species is survival. For the first time in the history of humankind, the human race has created or identified forces which, if allowed to move wantonly, could in fact obliterate human life. It is not only the nuclear bomb; there are other factors at play, such as the building of carbon dioxide effluents, the DNA experiments, the business of acid rain and the chemical spills.

We have no control over the laboratories of the Soviet Union or the ideological media campaign of the Middle East. But who can doubt that it is only a matter of

time before some hate-filled terrorists find a means of blackmailing the industrial countries like America with an atomic or nuclear weapon? All this is not science fiction; unfortunately, it is reality. To allow young people to grow up in this kind of reality without clueing them about the dangers is comparable to allowing children to play anywhere they like including the freeway.

A nuclear bomb dropped in Lebanon will affect people in Colorado without any doubt. Therefore, it becomes the business of the people in Colorado to understand what is going on in Lebanon, the Soviet Union and everywhere. Species survival is an intuition to which we must adhere until we know more about who we are and what we are.

Surely, this is reason enough to involve young people in education for global citizenship; but it is not the only reason. Stephen Baily, the late professor on policy and international education at Harvard, projected the concept that there is a tremendous impact of distant events upon proximate reality; this is a belief that whatever happens anywhere affects people everywhere. This concept takes some sophistication to understand, let alone to design a curriculum and to give inservice education to teachers as to its relative importance. But it can easily be taught when you deal with the facts and the reality.

What we don't know can, in fact, hurt us! It may be too pretentious to ask young people to consider global citizenship. It may also be too dangerous not to do that, given the present world climate. The development of global awareness or global understanding clearly is in order. Some basic knowledge of how we are connected to others is the price of protection from life-threatening surprises. Therefore, dealing with globalization, using the economic and demographic factors, thinking of the concept of species survival, realizing that there is a tremendous impact on our daily lives from distant events--these are reasons for an understanding of the global village and reasons to change our education.

A third factor is also very important. It deals with the moral and aesthetic qualities of our own lives. Once people know people, once people understand other people, a whole new magic takes place relative to dignity and joy, relative to an appreciation of differences. One of the ways education has helped people to grow morally is to extend the range of their knowledge and sympathies. Schools have the

responsibility to develop a value -- alleviating the human condition is both possible and morally rewarding.

Another aspect of this appreciation of difference cultures and values of the world deals with the major concern for beauty, art, music and architecture. One needs only to travel a little to see a general universal understanding that quality of life really deals with aesthetics. When, in planning for change, you pursue a vision called globalization, you begin to challenge the notion that the first things to go in the curriculum, when the budget gets tight, are the arts. These are the very things which should not go at all, which should be basic to the educational enterprise.

Bernard Shaw once reminded us that the cost of feeding the soul is very, very expensive. But ultimately, there is something more expensive: the under-utilization of human capabilities. Education for global citizenship means these things: education for species survival, education against painful surprises from distant places, and education for enhancement of moral and aesthetic sensitivity. How is it to be done and who is to do it? How do we know it is not already being done in our society?

Here are a few clues. Japan has 1200 trade merchants living in Washington, D.C. All 1,200 speak fluent English; all 1,200 have gone to some type of school to understand the cultural peculiarities of America. Conversely, we have about 2,000 trade merchants in Tokyo: only three speak Japanese. A recent survey showed that 14 year olds in our schools in American have relatively little understanding of other countries, or for that matter, of their own country. Fewer than 15 percent of the 12th graders could name China as a country that had a cultural revolution in the sixties. Less than that can discuss the on-going student revolution in China of 1989 in the context of world history. The average newspaper in America has less than one-half of a column dedicated to international events. Less than one percent of college students are presently enrolled in courses dealing in international subjects. Our national TV media, which is being accused by the ultra-conservatives of being too liberal, devotes less than two percent of air time dealing with international affairs.

The Status of Education

> *"Rousseau pointed out the facility with which children lend themselves to our false methods: 'The apparent ease with which children learn is their ruin'."*
>
> *John Dewey*

Education is a status quo culture. Being part of the education culture as a student, a teacher or even as a loyal subversive doesn't really help one understand that the education culture is as large a barrier to renewal as it is. However, when the theory of change smashes head on into the reality, sudden awareness occurs.

In 1980 I understood that if strategic planning were to be successful, the leaders had to believe in participatory management. I assumed that the key administrators in major school districts--once they were presented with empirical data relative to the trend and the need for participation--would make the necessary paradigm shift. But not so! The culture of the system, the way the administrators were trained, how they were hired, the unprecedented risk of allowing input from staff into qualitative changes was too much for the vast majority of administrators. It seemed a strategic plan, to be successful, required a process to change the belief systems of superintendents and principals before one could get on with the process of changing schools.

Some possible options, given this realization, are:

- Work only in small districts where the leader is receptive to the new leadership style;
- Work at the building level with a principal that understands the process. But here, a new problem surfaces. Ultimately, the positive sanction of the board and superintendent is needed because strategic planning always requires policy changes;
- Develop alternative schools in the district;
- Develop schools-within-schools;
- Work with parents and community to develop a critical mass which will encourage the superintendent to adopt a new leadership style.

In the final analysis, the consultant must maintain some semblance of integrity in relation to what he or she believes. I believe in systemic change rather than the bandaid approach. I believe one must start somewhere, but unless the district is willing to deal with its mission and visions prior to the implementation strategies, the violation of the process is too great.

The Effectiveness of Teachers

> *"A community is basically an educational medium, whatever other purposes its parts may serve. What kind of people does it produce? In the answer to this question lies the moral, the human criterion of its maturity or immaturity, its excellence or its disgrace."*
>
> *Kenneth Benne*

The trainer of trainers, or the teacher of teachers, is probably the essence of the advancement of civilization. For it is in this continuous process that values are transmitted. Schools have been the vehicles where this transaction has taken place, but it is in the informal structures where the action has the most relevance. Eric Hofer, the longshoreman, working beside a young, new laborer discusses during a break economics, philosophy or how the grunion pick the highest wave at the highest tide to lay their eggs. This is the stuff which produces analytical thinking. Philosophy has told us that once you have attained ten steps, you must lead someone to those steps. Judeo-Christian religion tells us that the rabbi must study, but once he understands, he must help others. He has an obligation to teach.

Some of us are more fortunate than others relative to who our teachers were in both formal and informal structures. In the process of being a futurist or a strategic planner I have been very fortunate in working with and knowing teachers who created major paradigm shifts in my renewal.

One of these teachers is certainly Arthur Combs. Art sees himself as a product of the humanist movement and a contributor to its momentum. In 1949, with Donald Snygg, he laid the groundwork for perceptual psychology, which offers a new frame of reference in this discipline. Combs has spent much of his life exploring and doing research on the implications of perceptual thinking for all aspects of education. Combs' Perceiving, Behaving, Becoming, an ASCD yearbook, should be required reading for any thinking, inquiring mind. I asked Art to write a brief description of his principles of learning that I might use in working with the Department of Labor on an educational project a few years ago. I am now using these same basic principles to evaluate what a school does or doesn't do as the criteria of effectiveness. Dr. Combs' six principles of learning are shown in Fig. 2.

No matter how fine the facilities, how clever the teacher, how marvelous the

Figure 2

SIX PRINCIPLES OF LEARNING

Principles of Learning Described by Art Combs

1. People learn best when they have a need to know. Of all the things we know about learning, this fact is probably most basic. It is also often overlooked. We expect students to need to know what we want to teach them -- or if they don't, they should! Rarely do we make much effort to discover student needs and relate teaching to them. The genius of good teaching lies not in providing information but in helping students to discover needs to know they never had before.

2. Learning is a deeply personal, affective experience. Modern brain research tells us our brains are not switchboards or computers, but marvelous organs for the discovery of personal meaning, otherwise known as learning. The basic principle of learning from a perceptual orientation is this: Any information will affect a person's behavior only in the degree to which he or she discovers the personal meaning of information to the self. This is a matter of personal perception and discovery. It is also an affective experience. Emotion is an indicator of the degree to which any experience is personally meaningful. The more personally meaningful, the greater is the degree of emotion or feeling experienced and the more profoundly behavior is affected. What is learned without personal meaning or feeling in unlikely to have much effect upon behavior.

3. All behavior, including learning, involves self concept. What people believe about themselves affects their every behavior. The importance of the self concept in human growth, learning, and health is one of the most significant discoveries of modern psychology. How people relate to any experience, including schooling, is inevitably determined in large part by what they believe about themselves. People who believe they can, try; people who don't, avoid the experience or defend themselves against it. The self concept is learned from all one's experiences, including schooling. What a student learns about self in the classroom, moreover, may be far more important to growth and development than the subject matter with which he or she is confronted.

4. Learning is governed by the experience of challenge or threat. People feel challenged when they are confronted with problems of interest to them and which they believe they have a chance of coping with. They feel threatened by problems they do not feel able to handle. The experience of threat is destructive to most learning, while challenge enhances it. Whether students feel challenged or threatened by teaching experiences, however, lies not in the teacher's conceptions, but in the eye of the beholder.

5. Feelings of being cared for and belonging have vital effects upon learning. People who feel they are cared for and belong are likely to be excited, interested, motivated, want to get involved. People who feel rejected or alienated are likely to be turned off, discouraged, humiliated, disillusioned, apathetic and seek to escape from the scene or to attack the insiders. After all, if you do not feel you belong to the club, there is no reason to pay your dues or look out for the other members!

6. Effective learning requires feedback. To be truly helpful, feedback should be: (a) immediate, (b) personal rather than comparative, (c) related directly to performance and should (d) point the way to next steps. Note that none of these is accomplished by the grading system.

software, notes Combs, in the final analysis, such principles of learning will make or break the success of our schools.

Strategic Planning--Education's Response

> *"If there is power in the transformative experience, it must inevitably shake our values--part time transformation is inherently impossible."*
>
> *Marilyn Ferguson*

My experiences using the strategic planning process have made me aware of several salient points. These four points also reveal the changes and understandings that I had to accept in order to remain viable as a consultant while trying to get educational institutions to see the need for change and, in fact, act to accomplish the necessary change.

1. Effective change requires effective coordination of inside and outside efforts.

Robert Theobold, the well known futurist, says: "No institution should permit an outside individual to choose its direction. This must be an internal function." On the other hand, no insider can be expected to challenge the prevailing myths and values, the culture of the institution, without being tainted with heresy or charged with treason. The role of the outsider should be to raise the issues which the institution or the organization hides from itself, but which it desperately needs to know for its survival. This is why we need consultants. It is also why the consulting role is a very high risk business. Walter Jackson, superintendent of schools in Summit County, Colorado, adds a dimension to this inside/outside truism by pointing out that education is too important to leave up to educators alone, but too complex to leave up to the nonprofessionals.

2. Fundamental change is on-going and irreversible.

Theobold states that any organization interested in change must understand that our society is in the middle of a fundamental change which is irreversible. The organization must understand the change and cope with it or risk being overwhelmed by the on-going change. This shift will take far more creativity and imagination than most organizations are currently exhibiting.

3. Strategic planning is a process, not a product.

An additional point of Theobold is that strategic planning is a process rather than

a product. It deals with the development of people, not the development of programs. This is a very difficult idea for administrators to accept and understand. They are accustomed to looking for panacea programs. When you say to them, "We are not going to give you a product or a program, we are going to deal with a process that allows you to change," they have difficulty in understanding.

The "bad news" is that changing thinking patterns requires a process which encourages rewards for risk takers. Education is a culture where risk taking is very minimal. The heroes of the culture of education are those that traditionally maintain the status quo. The prevailing culture of education, in other words, does not reward risk takers. Therefore, change involves changing the culture.

Theobold believes that strategic planning must be tied to renewal or reform. This means that the planners must create an atmosphere in which the crisis and the need for change are recognized. A good strategic planner analyzes and demonstrates the crisis in a way that convinces the institution that it can and should be turned around through restructuring rather than through school improvement.

Strategic planning is the essential of our time. It is not for the faint hearted or for those who want to maintain the status quo. Effective strategic planning is not possible, according to Theobold, unless those with power are willing to permit the free flow of information. Giving access to information improves the performance of the organization, but it erodes the power of top-down management.

4. Access to information may be the most important single aspect that educational institutions must accommodate.

Schools are faced with quantum leaps in technology, especially the information technologies. The development and use of the micro-computer, the video tape and the video disc being driven by the computer change the access to information. It is a whole new world for some. Educators should keep a small sign on their desks which says: "We aren't in Kansas anymore, Toto."

The situation is comparable to the historical results of the 17th century after the invention of the printing press. The late Barbara Tuchman in her book, The March of Folly, described what can happen when circumstances and technological advances created a dynamic whereby other options relative to the access of information become available. Tuchman pointed out that there were a series of popes in Rome who made some classic

mistakes in not comprehending or analyzing the significance of the printing press.

Until the printing press, the popes had a monopoly on the control of information. The popes did not understand the implications that the printing press would have for society. The printing press enhanced the need to read which ultimately led to the public schools, supported by the State. Reading led to educated people and educated people challenged the authorities for the right of access to information. The popes did not do strategic planning. They concerned themselves, instead, with defense mechanisms in order to remain the dominant influence. Ignorance got them in trouble and then arrogance kept them there.

Schools and school leaders are faced with very similar problems. Television, technology and simultaneous social upheavals have created a situation where public schools no longer control the access to knowledge primary to the educated citizen. In order to avoid a total environmental collapse, public schools must radically change to accommodate an entirely new set of circumstances.

Systemic Factors Which Violate the Principles of Learning

> *"The self-renewing person keeps a certain flexibility of mind, a willingness to listen and learn, an eagerness to try it a new way."*
>
> *John W. Gardner*

Part of our research involved discovering what systemic factors exist in our educational organizations that seem to be violating the basic principles of learning. Here is a partial list of such factors:

1. The control emphasis of much policy and pedagogy;
2. The practice of tracking students;
3. Most existing guidance and counseling system;
4. Lecturing as the primary mode of delivering learning;
5. Conventional testing programs;
6. Lock step approaches to learning regardless of individual student differences and needs;
7. Teacher isolation and lack of collegiality;
8. The "egg crate" physical environment of schools;

9. Time being the constant and learning the variable;
10. Existing grading systems based on competition;
11. Perpetuation of the status quo by teacher training institutions.

In 1971, while in Washington, D.C. with the Teacher Corps Program, I was a member of the initial task force which dealt with the need for federal money for gifted and talented programs. We spent three weeks in Squaw Valley with a few significant people serving as major consultants to our task force. One of these consultants, Carl Rodgers, advised us to consider everyone as gifted and talented. He suggested that the existing system should be restructured to allow everyone the opportunity to achieve his/her potential. This simple but profound advice was not what the majority of the task force wanted to hear. However, some of us began to see the real need for systemic change in our schools.

The Strategic Planning Process and the Strategic Options

"Six percent of any organization can revolutionize the entire structure of that organization."

Albert Einstein

The first step in the strategic planning process is the **environmental scan** or the external scan. During this phase, participants look at the changes in the external environment that have had tremendous impacts on schools and society. These changes make it evident that there is a need to shift away from what has been done in the past and, probably, what is being done at the present.

Simultaneously, the participants look at the unique characteristics of the local situation. This is called the **situation audit** or the internal scan. This internal scan must deal with the informal as well as the formal structures of the school and/or the district.

At this point the participants are asked to imagine or visualize the preferred future of the school or district. Questions such as: "What must we do to start on the road to the preferred future?" are discussed.

The dialogue results in a short, concise, one-sentence **mission statement** and a list of four or five **visions** that are developed by the participants. The mission statement and visions are then validated by all concerned: parents, community, administrators,

staff and students where appropriate. The rationale explaining the development of the mission statement and visions must be given to all participants in the validation process. They must be encouraged to change or modify the mission statement and visions so they feel ownership in them. Consensus through participation must be the essence of the process. This will always result in a list of necessary changes that should be done if real strategic action is to take place.

A school or district will always have listed, among their visions, items that suggest some of the following strategic options, listed in Chapter 1:

. changed roles for students and teachers
. competency-based education
. continuous progress
. core curriculum
. integrated curriculum
. integrated staffing
. experiential, active learning
. integrated guidance
. personalized education
. school-based management.

Another vision that most often emerges as a result of doing strategic planning is the issue of globalization, the significance of which has already been addressed in this chapter.

Once the mission and visions have been validated, the question which must be answered is: "Where do we start?" Past experience indicates that, regardless of where one begins, these strategic options can not work in isolation; they are interrelated and follow one upon the other. Accountability frequently drives a move toward competency-based education. However, the components in combination that create the quickest and most rewarding change are integrated staffing, a core curriculum and an integrated guidance program. See Appendix D for an example of one school district's rationale for an integrated curriculum.

When a school staff, with the principal's support, commits to one of these strategic options, there can be no doubt about the fact that they are doing strategic change. The need for staff development surfaces the moment the staff selects a

strategic option. Unfortunately, teacher training institutions in America are not addressing the necessary skills to carry out the strategic options in their undergraduate degree programs. So the first issue becomes on-the-job training combined with an inservice staff development design.

Jerry Villars addresses the "critical mass" concept in his chapter. He believes, as I do, that in every school there is a small number of "productively dissonant" staff who are willing to leave the comfort zone of the status quo. On the other end of the faculty spectrum is another small group that is entrenched in doing things as they have always done them. The past and present look more promising to this group than the future. The middle majority needs more time, and in some situations, more incentives. The critical mass of "productive dissonants," armed with positive sanctions, can revolutionize the entire school--and one school can change the whole district.

The most rewarding time for anyone during the strategic planning process is when the beliefs start to change. The dynamics of the discrepancies between what we are doing and what we can conceivably do when we clarify our values and develop them into visions is a very exciting time. For example, once we believe that challenge enhances learning and that the experience of threat is destructive to most learning, the next question becomes: "How can we make our daily interaction with children challenging rather than threatening? How can we help the children know that they can be successful and that we can help them be successful?" Then the system starts to change.

I use, as an analogy to a school adopting a vision that incorporates one or more of the strategic options, one of the great sport stories of all time.

In Dodger Stadium in Brooklyn, New York, during April of 1947, the manager of America's most famous baseball team walked to the head umpire and presented his official card listing the starting lineup. The umpire verified that there were, indeed, nine players listed and also noted a new name on the card: playing second base was Jackie Robinson.

This was a simple change, but one with strategic implications; it had the firm commitment of the team's management to stay with the change even though the pressure to reverse it became tremendous. This simple but strategic change transformed the color and culture of baseball and dramatically altered the civil rights within the

United States of America.

Values and Their Meanings in the Restructured School

> *"With little men no great things can ever truly be accomplished."*
>
> *John Stuart Mill*

One of the greatest myths about education is that it is value free. In reality, Americans have always tended to make educational decisions according to the assessment of their worth in comparison to the other available options. Therefore, educational decisions are not only not value free, but probably are as saturated with values as any human undertaking.

Strategic planning must deal with the cultural values of the society to find the direction that will be worthy for the future. Henry Steele Commager, America's greatest living historian, writes in his introduction to Bill Moyer's expose, The Secret Government: "Great things were accomplished by the generation that won independence and wrote the Constitution. Great things were accomplished by the generation that saved the Union and rid it of slavery; by the generation that introduced the New Freedom at home and then went abroad to 'save democracy'; and, finally, by a new generation that embraced 'general welfare' as essential to a 'more perfect union.' It was this generation--the generation of Franklin Roosevelt and George Marshall and Averell Harriman--that, when World War II was over, set up the United Nations and the World Court. But, alas, the pendulum had already begun to swing. The shift from Roosevelt to Reagan has some claim to being the most threatening in our history."

What does this have to do with renewal and restructuring? Probably everything. A case can be made that we as a people have allowed the ideologist to create a climate of moral anarchy. Educational leaders succumbed to the belief that schools must reflect and react to the society rather than accept the leadership mandate of becoming proactive. We were told that schools should be value free, not realizing that that void becomes a belief and, therefore, the dominant value. Some would have us believe that a preferred future lies with more cognitive knowledge which continues to create winners and losers, with success to be measured by higher SAT scores--and a larger starting salary. Nothing is further from the truth.

The affective, value laden curriculum is the only hope for the future. To do this

we need a paradigm shift, a change that will affect our attitudes, our lifestyles, and reorder our priorities. It will also put us in touch with our heritage..

Don Glines, a California educator, points out that Germany had the "best" educational system in the world prior to 1940, but their "A" students plotted World War II. We forget, Glines says, that the gas ovens were operated by people who had Ph.Ds in biology, physics and chemistry.

It seems to me that the lack of affective education has created a situation that needs serious attention. Some of our "best" students are causing a great deal of mischief. Lawyers and the graduates of our most prestigious MBA programs are working at paper entrepreneurialism, producing junk bond scams and defending the sleaze that characterizes the 1980s; all have very high SAT scores. The chemists and engineers who create the chemicals and the triggers for the hydrogen bombs at Rocky Flats all got A's in math and science in high school.

Wall Street and Madison Avenue are loaded with 4.0 grade point averages. The major corporations are polluting the air, the water and our elected officials: some with toxic waste, others with lobbying money--all are administered by executives holding our schools' highest academic scores. The legacy often seems to be greed, power and a basic intolerance for the world in which we all live.

The crisis literature states that our schools are doing a very poor job of teaching civics. Perhaps it is because it is impossible to teach about democratic principles without teaching the values that glue all of that together.

More math and more science will not make a difference. A longer school year and more discipline in the schools will not make a difference. De-emphasizing music, art, literature and an appreciation of aesthetics will only add to the problem.

Assuring that all students feel successful in a few core subjects that are the vehicles of learning will make a difference. Demonstrating caring and engagement will make a difference. Developing good parenting skills will make a difference. Rewards for creativity and divergent thinking will make a difference. A belief that the only discipline needed is self discipline can lead to a self-renewing self concept; these are values that will truly make a difference as we enter the 21st Century. The challenge is simple; it is solely up to us as educators.

My vision as a consultant is to help schools develop a learning environment, a structure supporting the entire range of the learning process. The ambience would be so exciting that curiosity would remain paramount. It would be rich enough in options to accommodate diversity and would nurture the supportive relationship so that all individuals could grow and create the marvel of personal meaning.

For example, I took a class on writing from Wallace Stegner at Stanford. I have forgotten the lessons on syntax, but I remember the essence of Stegner's response to Edward R. Murrow's question, "What is it that you believe?" Stegner's response had a personal meaning. "No right comes without responsibility. Being born luckier than most of the world's millions, I am also born more obligated."

Miss Puterbaugh, my third grade teacher in Leadville, Colorado, often kept me after school. During one after-school session she marched me to the public library. Together we applied for a library card for me, after which we selected two books of fiction. That event changed my life. Even then I knew that this after-school activity wasn't part of the curriculum design of Leadville; but it had personal mearning, and for that value-laden risk, I thank you, Miss Puterbaugh.

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Edward Larsh is a private consultant, with his wife Jane, in Larsh Associates. Dr. Larsh has served as a director of the Peace Corps and in the Region VIII Office (Denver) of the U. S. Department of Education. He has worked in strategic planning with Learning Trends, and both the Mid-Continent and Far Western Regional Education Laboratories. He has consulted extensively with schools and governments in this country and many foreign countries. Ed and Jane can be reached at: 9179 State Highway 82, Carbondale, CO 81623; (303) 963-9221.

CHAPTER 4

SCHOOLING REDESIGN: A KEY TO EDUCATIONAL RESTRUCTURING

Jerry Villars
Educational Consulting Services

Why a Need to Redesign?

Over the past century schools, in general, have reflected the requirements of a society moving from an agricultural into an industrial way of life. Typically operating on a seasonal basis, from September to June, it was anticipated that students, planted in September's soil necessarily would grow, ripen and be harvested the following June...subsequently to be replanted the following fall for further educating. Through that agricultural era, uprooting from the schooling soil came early for most students. Fewer than ten percent of America's young people attended beyond grammar school at the turn of the twentieth century. A person might expect to engage one vocation or career throughout his/her adult work life.

With the twentieth century came a burgeoning, industrial way of life. Schooling design took on the factory look. Alvin Toffler commented, ". . . social inventors believing the factory to be the most advanced and efficient agency for production, tried to embody its principles in other organizations as well. Schools, hospitals, prisons, government bureaucracies, other organizations thus took on many of the characteristics of the factory - its division of labor, its hierarchical structure and its metallic impersonality."

Combining agricultural and industrial characteristics, the structure of conventional schooling sustained its seasonal schedule and within it emphasized principles of standardization, specialization, synchronization and centralization. To this day our language addresses the schooling role of students as resources, a means to other larger ends, and products. As a student in one of our schools aptly put it, "Education is like dog food. The buyers aren't the eaters!"

Over the past three decades our industrial society has been rapidly displaced by what is termed an "Information Age." Marked by the emergence of high technology and a global economy, this new Age presents a formidable challenge to our conventional approaches to schooling. Economic and social trends data now address the need for improving students' thinking skills; of strengthening students' self-directedness and the ability to take responsibility for their own learning. Its essence is life-long, continuing learning.

Therefore, the ethos of future schooling must reflect diversity rather than standardization; decentralization rather than centralization. Beyond the need for continued specialization of certain functions, particularly in the professions, we must invite students to be generalists, adaptive and flexible, able to cope with conditions likely to be even more unstable and stressful than those of the preceding century. From earlier civic roles as celebrated as a town marshal or a city manager, one might now argue the urgency for each adult role in the emergent century to be that of an individual caretaker's role for our planet.

It may be argued that there is a fundamental difference between those efforts to improve schooling by refining existing practices (fine-tuning the mechanism) and that of restructuring schooling practice (redesigning and realigning its major elements at the individual school level). The former calls for simply doing better what is presently being done. The latter invites a major transformation of the system itself. The former would state, "If it ain't broke, don't fix it." The latter might reply, "It may not be broken, but is it really the best design to assure the necessary quality of learning for our young people who will be adults in the 21st century?"

While we surely need to envision a host of far-ranging options for American education two or three generations hence, it is the present, also, that demands our attention. In a very real sense, that future begins now. Thousands of schools across the country are designed like factories, organized like factories and still function like factories. However well intentioned and caring the teacher or administrator, (and there are many) the system takes its toll on too many students. At its root, it is an issue of design. What needs to be done now is to move from a too comfortable accommodation with the present factory model school to a more personalized redesign better reflecting the needs of all students.

Decentralizing Conventional Schools Through a House Design

The particular "House" design presented below, which I have developed over the past eight years, has proved to function well as a transitional approach in moving a school out of its conventional, dependency oriented, lockstep system toward that envisioned ideal of personalized, self-directed, optimal learning for every student.

Whether a school is large, (2,000 students) or small (200 students), there are sound, practical reasons for redesigning it into decentralized "houses" of approximately 125-150 students staffed by a four or five member collegial team. A house, as I have designed it, is not a rerun of earlier "open space" approaches. It is, in fact, at odds with that earlier design. Learning space in my design is not neutral. It is functional, task-based and is the key to the establishment of a learner-centered, rather than a teacher-centered structure. The House, with its family of students, provides an environment for a healthy student support system as well as a place where teachers may connect with students and other staff in a far more effective, personal manner. Team unity is balanced nicely against the diversity of individual, professional roles engaged within the house, roles of coaches, facilitators and as experts in focused, didactic instruction.

The Process of Implementing a House Model

Several antecedent conditions are critical to the initiation of this process. They are:

- District school board and administration visibly acknowledge ownership of and commitment to the venture;

- A "critical mass" of staff at a participating school indicates strong support for a comprehensive restructuring effort.

- There exists within the attendance area(s) a knowledgeable, school-community support group to partner this long-term change process.

- The process for effecting such significant change is undertaken with the same care and attention to the "person" needs of all of those constituencies

to be affected by it, as we would wish for the students to be served by it.

In practice, the primary unit of change is recognized to be the individual school. It, therefore, must serve as the necessary seed bed for this grass-roots process. Although "permission" and support from school district leadership are essential to the success of this process, it is not likely to acquire healthy roots through any administrative mandate nor through a school board directive, but rather through the efforts of a "critical mass" of an individual school's staff in concert with its principal's leadership, either directly and/or through delegative means, and with an active parent support base within the school's attendance area. It goes without saying that the State Education Agency must be at the very cutting edge of these kinds of change. If our leadership still regards "effective
schooling" efforts as a way to make "the obsolescent classroom box a better place within which to learn," then we are all in trouble.

How many is a critical mass of staff? In every school there may be found a small number of "productively dissonant" staff who welcome an opportunity to leave the lockstep, dependency model of conventional schooling. They sense the constraints of the mindless periodicity of the day's schedule and the isolation imposed by the classroom cells they inhabit. They are aware that many of their students have educational rights that are not being addressed. They are aware that tinkering with the system (through more staff development courses brought back into the classroom) will not serve to transform the structure on behalf of students.

Equally true, another small number of staff take continuing comfort in remaining as the experts within the territory they term their classroom. Indeed, the rooms are identified with their name. They adamantly oppose any change disrupting the status quo. Although they may argue for fewer students, more materials, and a reduction of regulations imposed from above, essentially, they view the system as working adequately for them. One may count on losing a minimum of ten percent of a school's total staff over a five to seven year implementation period.

Making up the middle are a majority of staff, open to change but needing more time and space to think through the details and implications of any departure from the present routine. And given that time, over a period of five years they will become

equally excited about and responsive to what the redesign can do for students and for them. They are the continuing strength for systemic change.

Therefore, it has made sense to begin with that "critical mass", providing time and psychological space for the remainder of the staff to observe, to discuss, to consider, and to agree not to "shoot it out of the saddle" prematurely through covert out of school contacts. Over the course of five years or so, it would be expected that as the new design confirmed its efficacy for students, the entire school would be organized into appropriate Houses. While the pilot House, in fact, functions initially as a school within a school, it does so only as a stage in the phasing-in process. Creating a permanent "alternative" school within a continuing conventional school is not recommended. The latter may exacerbate division among students and sends a message the alternative school is for those who can't make it in the mainstream, through the mainstream itself may be a very muddy body, limiting the quality of life it purports to serve.

A final word regarding readiness. School districts across the nation, caught up in the rhetoric of "strategic" planning aimed at site-based management and school restructuring have invested substantial amounts of time and money organizing committees and task forces, then meeting, meeting, meeting. Typically, this process culminates in the creation of "Mission" statements.. often not unlike Goal Statements of the early "70's great accountability movement. Deep down, however, most of these efforts are still "top down." In some districts those Good 'Ole Persons representing the formal/informal power structure may give the illusion of progress toward participative management through the conduct of interminable planning meetings. However, if those meetings should move beyond that stage of "analysis paralysis", what emerges at the outcome merely may be "incentive" grants to invite school level "improvement" projects. The latter, at best, serve to cosmetically upgrade existing practice yet shy from activity directed toward substantive, systemic change. And <u>that</u> is the issue!

How do we transform egg-crate, cell-bell structures, <u>transitionally</u>, to be responsive to the demands of futures schooling? Surely not by putting braces on a brontosaurus!

Our aim is to create and support environments whose design confirms our wish to celebrate active, personal learning; to create varied learning settings within which that quality and character of learning may take place; to provide adult support and structure appropriate to each student's maturity; and to assure that instructional strategies and

resources are responsive to each student's unique learning needs and strengths. Assuredly, that is not the model typified by our ubiquitous, twentieth century teacher-conducted, classroom centered structure of schooling. Though it represents a formidable challenge to move from this factory-oriented system toward a design more in touch with the emerging demands of the 21st Century, it is not an impossible task.

House Organizational Characteristics

Imagine the following operational characteristics within a House designed for personalized learning.

- Each student has a personal learning plan representing two weeks to several months of anticipated work depending upon student maturation. A journal, portfolio and critical progress information are maintained by each student.

- Students may function in cross-aged groups as the latter prove responsive to their personal learning demands.

- Student Advisories provide interpersonal as well as academic support systems for every student.

- Each house staff of (initially) 4-6 teachers and support persons, if available, has full responsibility for program and budget.

- Student progress is measured by performance (know how, know why, and can-do) rather than on the basis of age or time engaged.

- Varied house spaces are designed for functional, on-demand student use with work stations suited for specific tasks.

- Curricula honors interdisciplinary as well as intradisciplinary learning.

- Elementary House staff members (as well as being curricular generalists) additionally identify a major core curriculum area within which to concentrate

personal professional growth activities. Secondary level House members now expand their professional repertoire from a conventional content area focus to a generalist's role as well.

- Learning time is based more upon the variability of student task needs than a fixed schoolwide schedule.

Phasing in the Change

A phasing-in process over a period of three to six years provides important time for staff members, working within four to six member collegial teams, to internalize and to "own" the process through appropriate staff development activities. In an elementary school, such teams may be organized vertically into "Houses" representing at least two or three conventional grade levels. Secondary schools initially may benefit through a grouping of four or five staff members, as cross-disciplinary teams within a given grade level or, more ambitiously, vertically across grades 9-12. A phasing-in time line for a school of 500 students might look like the following:

Year I (September to June) - Planning. Reaching staff consensus regarding House design. Selection of initial House team members.
Summer of Year I - Build the first House.
Year II - Implement first House operation. Monitor, evaluate.
Selection of second House team. Designing second House
Summer of Year II - Build the second House.
Year III - Implement second House operation. Monitor, evaluate.
Selection of third House team. Designing third House
Summer of Year III - Build the third house.
Year IV - Implement third House operation. Monitor, evaluate.
Selection of fourth House team. Designing fourth house
Summer of Year IV - Build the fourth House.
Year V - Implement fourth House operation. Monitor, evaluate.

Putting the Pieces Together at the Individual School Level

A useful mnemonic (PSSSSST!) for reorganizing and monitoring design elements at the school level is suggested below.

Figure 1

THE PSSSSST! MODEL

Purpose
Students
Strategies
Stuff
Staff
Space
Time

While it is true that certain aspects of restructuring are of such a nature that decisions regarding them are made at the district or state level (e.g. availability of fiscal resources), these seven interrelated elements are fundamental to every teacher and school's classroom operation, conventional or not.

Each teacher in a conventional classroom controls for all of these elements each day. Typically, they must manage a large group of students and are isolated much of the day from one another within their respective classrooms. Further, resources and time must be orchestrated in detail to respond to class needs each day. At the elementary level, it is the teacher with baton in hand who must conduct each and every activity and must decide who will do what, when, and why. It is not an environment likely to extend student self-directedness or be substantively responsive to the range of individual student differences present in any age-graded classroom.

At the secondary level, the schedule, with its mindless periodicity, moves students from feeding pen to feeding pen...usually in increments of time that have little to do with the nature of the task at hand. Opportunities for novelty and digression from THE SCHEDULE usually occur only because the principal elects to make it happen or the school's athletic program's successes demand it. But, given an inclination to do so, curricula, resources, staff roles, space and time utilization may be reorganized, reallocated

or redesigned in the interest of encouraging optimal learning for every, or certainly, more students. Imagine, for example, at the elementary level a House made up of five former classrooms, (physically contiguous) whose interior is now redesigned to provide distinctly different task spaces responsive to the variety of learning styles and modes of knowing characterized by its "family" of students. The synergism of this design makes possible for every student a range of personal learning options within diverse settings; offering flexible applications of staff roles and functions, resources, learning time and space.

Similarly, at the secondary level, imagine staff organized into four or five member core curricular teams, occupying contiguous space, redesigned to meet varied task needs of its inhabitants. Specialized active learning areas and their staff (the arts, physical education, etc.) remain as they are, a resource to students within each of the now decentralized Houses. The mnemonic is as follows:

PSSSSST!

I. Purposes -- What desired learning outcomes might be strengthened through a futures' redesign of our school?

. Self-directedness in initiating and accomplishing relevant learning.

. Self-worth and confidence resulting in continued personal, academic, and social growth.

. Mastery of essential thinking skills, concepts and knowledge.

. Cooperativeness in working with other students and adults, and contributing to others' success.

. Creativeness in problem finding/solving.

. The nurturing of one or more specific talents or personal performance areas.

II. Students -- What is known about human learning, about human growth and development which might justify or validate our efforts to redesign our school and its processes-procedures?

For example, consider the following, suggested by the social psychologist, Goodwin Watson:

". We learn only what is appropriate to our purposes.

. We can learn only in relation to what we already know.

- We learn when there is freedom from discouragement, the expectation of failure, or threat to physical, emotional or intellectual well-being.
- Whatever is to be learned will remain unlearnable if we believe that we cannot learn it or if we perceive it as threatening.
  Novelty is generally rewarding.
- We learn best that which we participate in selecting and planning ourselves.
- Genuine participation (as compared with feigned participation to avoid punishment) intensifies motivation, flexibility, and rate of learning.
- An autocratic atmosphere produces increasing dependence upon the authority, with consequent obsequiousness, anxiety, shyness and acquiescence.
- The best time to learn anything is when whatever is to be learned is immediately useful to us.
- 'Closed' authoritarian environments condemn most learners to continuing criticism, sarcasm and discouragement so that self-confidence, aspiration and a healthy self-concept are destroyed.
- An 'open', non-authoritarian atmosphere may then be seen as conducive to learner initiative and creativity, encouraging the learning of attitudes of self-confidence, originality, self-reliance, enterprise and independence. . ."

III. Strategies -- Given the above purposes and our understanding and agreement regarding student learning needs, what instructional and organizational strategies might be initiated or strengthened through a redesign of our school and its processes-procedures? Examples might include student-staff advisories, cooperative student team learning, peer tutoring, cross-age student grouping, mentors, tutors, task grouping, house staff principle, theme/concept seminars.

IV. Stuff -- Given our understanding and agreement regarding all of the above, in what ways might a schooling redesign expand as well as strengthen

the application of resources, both human and material? For example, to what extent do we provide the application of spatial or other active learning technologies throughout the curriculum? To what extent, and how flexibly, do we make available "on-demand" access of students to computer and tele-communications technology? How do we reduce the present paper blizzard of ditto sheets whose content too often confirms "bits and pieces" learning?

V. Staff & Support Persons -- Given our understanding and agreement regarding all of the above, in what ways might staff and support persons more effectively, as well as more efficiently, be employed/deployed to serve students? For example, why not view a staff team as a flexibly organized group of credentialed professionals as well as non-certified experts available to respond to specific needs of House students, individually or in appropriate task groups?

VI. Space -- Given our understanding and agreement regarding all of the above, in what ways might learning space(s) be redesigned as well as redefined in order to assure their optimal functioning in the interest of every student? If interactive communication between student and teacher is important, why not create house work settings within which a group of 10-14 students may function with a teacher without auditory or visual distraction and with reasonable physical comfort? In what ways would space in our house honor spatial-tactile-kinesthetic learning or the need of a student for introspective study? Would our House design make it possible for young students increasingly to be able to "distance" themselves from the teacher for more independent self-directed learning while yet satisfying legal requirements for visible teacher supervision? Would our House enable students to work cooperatively in settings that responded to their needs?

VII. Time -- Given our understanding and agreement regarding all of the above, in what ways might learning time be redesigned to respond optimally to each student's learning needs? Of all that may be perceived as mindless in conventional education, typically, the scheduling of learning time is the most obvious. What adult, on a given weekend day, would schedule needed tasks in uniform forty-eight minute periods? Consider writing that important letter, painting that room, cleaning that garage, cultivating that garden or repairing faulty plumbing. Shouldn't time more reasonably be allocated in terms of the nature of the task? Shouldn't relevant tasks deserve relevant time? (On the other hand..if the task isn't relevant, then perhaps the issue of time may also be irrelevant).

Finally, the mnemonic PSSSSST is particularly useful in preparing for and setting a clear direction for the proposed restructuring. One may employ it for "planning down" and then "implementing up." This is to say, until one has a clear perspective of each of the elements and their relationship to each other, there will be little rhyme or reason to any efforts at physical restructuring of environments. And physical restructuring is critical to any substantive shift from the contemporary paradigm. What else will dislodge conventional teachers from their sanctuary...their room, their guarded resources and their raison d'etre?

Benchmarks Toward Implementation

Given the nature of change and the complexities of its expression in schooling redesign, it would be misleading to represent the above as a clearly sequential, unmuddied process. Timelines and expectations are approximations at best, yet from the experience of those schools which have launched themselves into the current of systemic schooling change, certain decisions and their subsequent actions appear to have enjoyed positive results because of prior decisions and activities successfully carried out. A caveat is in order. The listing of eight benchmarks which follows assumes: a) A district level commitment to systemic schooling change already is underway; and b) it has not compromised itself in the manner earlier suggested. If the latter is not the case, do

not attempt to pass "Go" as you will surely not collect much of value for students.

I. Translating the District's Mission Statement at the School Level - Each school staff and its attendance area constituents need to have a clear confirmation of the district's commitment to schooling excellence and to have legitimized their expected role(s) within that larger process. Further, the relevance of this process to the individual school will have been reinforced if its members already have been a viable part of the district's visioning-mission setting process. It may be a misnomer to talk of flattening the structure if the blueprints for implementation already have been handed down from central office.

II. Inviting Cooperation - Staff members at each participating school should be invited to work cooperatively in the deliberation of, at least, the following topics:

a. What ought to be the essential learning outcomes for youth in order for them to live productively and well as adults in the twenty-first century?

b. What are the conditions for learning essential to assuring optimal learning for every student in this school?

c. How might our schooling structures be redesigned in terms of (a) and (b) above to achieve excellence.

III. Empowering or "Enabling" Staff - Schools engaged in restructuring require, above all else, consistent, supportive leadership, but need it expressed in other than a traditional, hierarchical mode. The organization of our transformed school will be flat, rather than vertical. Therefore, strengthening staff members' capabilities for collegial planning, decision-making and cooperative instructional practice is an early and vital step to successful restructuring. When an administrator is perceived to be comfortable with the role of "giving...and taking away" it is difficult to convince staff that there really are "New Rules." Empowerment is legitimized as staff members are encouraged to explore ways to extend collegiality,

reduce the organizational barriers which isolate them from one another and to realize greater professional satisfaction from that effort. For staff members, it will all come together when they actually design their "House" and determine how it may best function to serve the learning needs of every student. If they don't own it, they may not be convinced that working in it will have value to them.

IV. Identifying the "Critical Mass" - If one were obliged to defer this redesign process until every (or most) staff member(s) in the school were convinced of its efficacy, significant change might never be undertaken. Yet, because this entire process is centered in people, rather than products or things, it is also critically important to provide a zone of comfort within which all staff members may have time and space to sort out its meaning and its value to them. Steamrollering and decisioning by fiat will surely cripple the effort.

Eventually, total staff commitment to the school's design for the future will be necessary. At the outset, however, it is unrealistic to expect it. Move with those ready to go. It is with this initial team that a pilot phase of the restructuring process within a school may be undertaken without alienating or polarizing staff members. In this regard, it is important that prior to actual "first phase" activities, all of the remaining staff members clearly have indicated their willingness, at least, to discuss and/or debate the merits of this proposed, long-term restructuring process openly with school colleagues rather than to seek to subvert it through covert communications with the school-community's power structure or the media.

V. Organizing a Design Management Team - This group serves as the coordinating voice of the school's vision for change. Its membership ought to include representatives from the "critical mass" as well as additional teachers who hold leadership roles within the school but who may be perceived at this point as being uncertain regarding the merits of systemic schooling redesign. The inclusion of key parents as well as a central office liaison is helpful to assure both the continuity and the integrity of the process throughout the five to seven year period likely for full implementation. As its membership changes over time, ownership

expands and continuing advocacy for the process may be strengthened. A school's present accountability or school improvement committee may serve to facilitate its essential functions.

VI. Conducting Your Charette - The Charette, an intensely focused design clinic, represents a practical means for the pilot team to initiate the implementation of an individual school's first phase of the restructuring process. The term Charette refers to a horse-drawn cart used in 18th Century France to carry art works. During the Jacobin phase of the French Revolution these carts were employed to carry to the guillotine members of the Ancien Regime (as well as others accused of anti-Jacobin sentiments). Lawyers and relatives of the soon to be deceased were obliged to settle final accounts as they rode with the accused in the Charette. In more recent, and presumably happier times, the Charette, for budding architects, has been a term applied to a group design process employed as an exercise to solve an important problem in architectural design under carefully prescribed conditions of time, circumstance and resource. As before, the stakes are high, the outcomes significant for those who are to be designers of the future. In our case, the Charette exercise has to do with creating a microcosm for learning (a living - learning environment) within which our youth may, with the support of caring, knowledgeable adults, successfully work through their own personal learning design. Drawing upon information derived from the total staff's earlier awareness-orientation-visioning meetings and the creative collaboration of the school's Design Management Team, a contemporary Charette may be carried out within a two day intensive workshop or conducted over a period of several months. Its product is the draft of a working model of a first House to be implemented the following year. Subsequent Charettes will extend the design process to additional school teams over the ensuing three to five years.

VII. Monitoring School Level Concerns - From the inception of the school's decision to achieve excellence through restructuring, an important, ongoing activity coordinated by the school's Design Management Team is that of maintaining clear communications with all of the constituencies to be impacted by this change effort

and to be sensitive to ongoing concerns which may arise as the process moves ahead. The Concerns Based Adoption Model (CBAM), as developed by Gene Hall and others, is recognized as a useful tool for monitoring concerns as well as for assessing the extent to which the design is perceived as having been instituted.

VIII. Appraising your School's Progress Toward Excellence - The criteria established at the outset of this process provide a basis for determining the extent to which the desired conditions for optimal learning have been instituted and student learning outcomes are being realized. Those appraisals should include, but not be limited to:

- Outcomes Data - (performance, progress, personal, equity)
  These data confirm the success of every student, e.g. indicators such as self-directedness in learning; the acquisition of essential skills, concepts and knowledge; self-esteem; and flexibility and adaptiveness in responding to problem situations.
- Design Elements - These were earlier identified as critical to the school's restructuring, e.g. elements such as: curricula; staff roles and functions; governance; space and time use; school-community relationships; resource applications.
  - To what extent and how well do these elements function systemically to assure optimal learning for every student?
  - Has curricula been reduced from its previous "cover-all" character? What is worthy to be learned and retained?
  - Are staff organized differentially? May this mean that when an existing House staff member concludes his/her building level assignment (retirement, etc.), his/her FTE, through the decision of the house staff in concert with the school's design managment, team may be used to purchase one or more new persons to provide appropriate adult support within the House?

Summary Observations

1. The House design is easiest to implement when one starts with a K-2 house and works up. However, it may be accomplished successfully as well by starting in the middle grades (3-4). If so, the ensuing House needs to encumber the next grades up, continuing the House design for the entire school. It is recognized that potential student dropouts may be identified as early as the third grade in conventional schooling. The House design may serve to deter early student alienation through its close and continuing attention to each student's individual learning situation.

2. Throughout the process, the issue of program articulation will remain a continuing and critical concern. Once an elementary school has engaged the process, it is wise to initiate a dialogue immediately with anticipated secondary feeder schools. Typically, although there may be exceptions, secondary school staffs are far too comfortable within the privacy of their respective classrooms and content areas to be enthusiastic supporters of any radical redesign. There is a "critical mass" in every school to be discovered, but they and their colleagues will need ample time to mull the issues.

3. Parents are the key stakeholders to sustaining and strengthening the Design. They not only may offer greater residential stability than do administrators or board members, but the Design demands a firm bonding among parents, school and community, especially throughout the five to seven year period of initial implementation. Often, however, a history of perceived intimidation and adversarial relationships with school persons has kept that important connection from being made. At the earliest stages of the vision-mission setting process, parents must become partners. This means that they must be fully oriented regarding the proposed restructuring design, must acknowledge and agree to the curricular changes being planned and must be viewed as having substantive, continuing membership and input to the activities of the school's Design Management Team.

4. A recent government publication indicated that ten percent of our schools are in need of substantive, physical renovation costing hundreds of millions of dollars. It would make good sense (as well as dollars) if those monies were to be invested to innovate "forward" rather than to renovate backward. To accomplish the former would require a more futures' oriented regard for schooling and the needs of students than we have presently exhibited. But everything is possible.

In the words of Dr. Seuss,

". . . So, now I know everything anyone knows
from beginning to end,
from the start to the close,
because Z is as far as the alphabet goes

You can stop if you want with the Z
because most people stop with the Z
But not me...

You'll be sort of surprised what there is to be found
when you go beyond Z and start poking around."

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Jerry Villars is a private consultant working with school districts on redesign of schools. Dr. Villars worked with gifted and talented programs in Minnesota and Colorado. He served as a senior consultant in the Colorado Department of Education as gifted and talented coordinator and as a consultant to schools for accountability and school improvement. Jerry can be reached at: 4617 Chicory Ct., Colorado Springs, CO 80917; (719) 380-0645.

CHAPTER 5

A FUTURES-ORIENTED CHANGE MODEL

Eugene R. Howard
Writer/Consultant and Director, "Classroom 2001" Project

Today's futuristic scholars have convincingly documented that the society which is served by our school system is changing significantly at an accelerating rate. Schools designed to educate citizens for a factory-dominated society are no longer adequate for a technologically sophisticated, information-based society.

Our children, who will spend most of their lives in the 21st Century, must be provided with new skills and competencies which have not previously been required for effective, productive citizenship.

The substantial changes which must be made, if our schools are to avoid obsolescence, cannot be made with outdated organizational change processes. A need exists for a futures-oriented change process which will enable school leaders to be responsive to the economic and societal changes which are occurring. Such a process is now being defined and field tested in Colorado.

Conventional vs. Futures-Oriented Planning

Futures-oriented planning differs from conventional planning in several important ways, as is shown in Figure 1.

A. The Conventional Approach

A conventional approach to school improvement begins with a needs assessment -- i.e. a process of identifying a school's strengths and weaknesses as related to an agreed upon set of criteria of effectiveness. This set of criteria may or may not be research based. Such criteria typically represent perceived or potential problems or criteria supported by the school effectiveness research. In either case the assessors are limited to measuring perceptions of a school as it is rather than as it should be. Criteria of effectiveness derived from the effectiveness research is often reflective of how *the schools we have* can be most effective.

Figure 1

CONVENTIONAL AND FUTURES-ORIENTED CHANGE PROCESSES

Conventional Processes:	Futures-Oriented Processes:
Steps:	Steps:
----------	1. Raising Awareness Levels
----------	2. Seeking Commitment
----------	3. Organizing for Change
1. Needs Assessment/Problems	4. Developing an Information Base -- Baseline Data re. Quality Symptoms -- Environmental Scanning (Including Literature Search)
---------	5. Vision Building
---------	6. Assessment
2. Priority Setting	7. Priority Setting and Action Planning
3. Action Planning/Problem Solving	
4. Implementing, Monitoring, and Modifying	8. Implementation, Monitoring, and Modifying
5. Evaluation and Reporting Outcomes	9. Evaluation and Reporting Outcomes Related to Quality Symptoms

Had we taken this approach to the task of improving transportation in 1900, today's transportation system would be powered by highly efficient locomotives but we would have no airplanes.

Another shortcoming of the typical needs assessment is that it tends to deemphasize successful practices or organizational characteristics. By focusing principally on potential needs to be met or problems to be solved, the assessment process precludes the possibility of building peaks of excellence.

Organizational needs can be met and problems can be solved within obsolete organizations. The meeting of organizational needs and the solving of problems will provide leaders with mediocrity and a modicum of relief from stress. Excellence, however, results from a combination of expanding and improving on successful practices and vision building.

The second step in conventional planning (See Figure 1) is typically Priority Setting, the process of designating which needs or problems are to be addressed in the improvement effort.

Action plans are then developed related to each identified priority, and the planned changes are implemented.

In the final step of the process the outcomes of the changes are evaluated and reported. A subsequent cycle of change is then initiated.

B. Futures Oriented Change Processes

Futures-oriented change does not begin with a study of the *status quo.* Instead, it begins with a series of activities designed to acquaint participants in the planning process with background information related to futuristic writings and the rationale for futures-oriented planning. During this stage the work of some of the more commonly-known futuristic scholars (e.g. Toffler and Yankelovich) can be described and the advantages of futures-oriented planning can be outlined.

Commitment to engage in the process is then sought from the key decision-makers in the organization.

Step 3 consists of organizing a management team, sometimes called a "development team," to assume leadership for implementing the change process.

Step 4, managed by the development team, includes the gathering of information re. "quality symptoms", such as:

- Achievement information (Pupils learn more in high quality schools than in low quality schools)
- Attendance information (Pupils and staff in quality schools want to be there. As quality improves, attendance improves)
- Information re. attitude and morale (People in high quality schools have more positive attitudes and higher morale than do people in lower quality schools)
- Information re. symptoms of alienation such as:
  - Drug and alcohol abuse
  - Teen-age pregnancies
  - Discipline referrals
  - Failure and retention rates
  - Delinquency, and
  - Drop-out rate

  (Symptoms of alienation diminish as a school's quality improves)

It is necessary to collect this baseline data so that the impact of the school improvement effort on a school's quality can be demonstrated (Step 9).

The second type of information gathered in Step 4 is "Environmental Scanning", a process of describing how the community, state, nation, and international community is changing.

A futures-oriented change process requires that school improvement efforts be responsive to the massive, rapid economic, social, ecological, cultural, and political changes which are affecting the lives of all of the world's inhabitants.

The most efficient way to assess the nature of these changes is to conduct a literature search designed to identify the threads of agreement which run through the futures-oriented literature.

Several of the most obvious of these threads have been identified in a Colorado Department of Education publication, Developing a Futures-Oriented School: An Assessment Instrument and Process.*

A second part of the literature search is a study of the outcomes of educational

*Available from the School Effectiveness Unit, Colorado Department of Education, 201 E. Colfax, Denver, CO 80203, for $5.00 plus $1.00 postage.

research to identify those characteristics of effective schools most likely to contribute to the effectiveness of a futuristically-oriented school. At this stage of the process educational practices which contribute to school effectiveness in obsolete settings but which would not be effective in a futures-oriented school are identified. Such practices are not included in the vision statement.

If the literature search has been carefully conducted several "threads of agreement" among many researchers and scholars become apparent. These threads of agreement become the content of the school's vision statement. The vision statement is the development team's response to the question: "What should be the characteristics of our school which will enable it to prepare its pupils to live in the 21st Century?" Suggested components of a vision statement are provided in Figure 2.

The remaining steps in the futures-oriented change process are similar to those in a conventional process. Priorities for school improvement are identified, action plans related to each priority are developed, the plans are implemented and monitored, and the project's impact, in terms of changes in the quality symptoms, is evaluated and reported.

Two Colorado Case Studies – 2001 Westminster and 2001 Littleton

A. The Westminster School District 50 Project

1. Background

This project, conducted during the 1988-89 school year, was designed to field test the futures-oriented change process just described.

During the summer and early fall of 1988, District 50 school leaders were invited to participate, on a voluntary basis, in a process to define and demonstrate a variety of models for futuristic learning environments. Such environments would differ from conventional classrooms by providing for new and proven teaching techniques and for the maximum use of various technologies. Provision would be made for new curricula appropriate for the emerging technological information society. The objective was to design learning environments and curricula which would prepare children to live successful, satisfying lives in the 21st Century.

Prior to the initiation of this project, during the 1987-88 school year, District 50 leaders had defined a change model to serve as a guide for managing staff development and school improvement activities at the individual school level. This model (top half

Figure 2

SUGGESTED COMPONENTS OF AN INDIVIDUAL SCHOOL'S VISION STATEMENT

I. RATIONALE AND BACKGROUND INFORMATION

1. The need to develop a vision of a learning environment which will serve pupils who will live most of their lives in the 21st Century
2. Summary of the literature sources which form the basis for the vision statement
3. Information re. the process followed in developing the statement
4. Age level(s) (grades) of pupils to be served by the learning environment envisioned

II. DESCRIPTION OF CLASSROOM 2001*

1. Assumptions Regarding Educational Philosophy, Psychology of Learning, and Classroom Organization
2. Instructional Techniques
3. Instructional Programs/Curriculum
4. Structure and Organization (Pupils, Staff, Curriculum, Time)
5. Physical Facilities, Space, Equipment, and Instructional Materials
6. Assessment of Outcomes and Accountabilty

*Note: Source Books are developed and organized into these six sections so that information from the literature search can readily be translated into the vision statement.

of Figure 3) focuses on four developmental steps or levels of competence which individuals go through as innovative practice is introduced, applied, and institutionalized.

Individual progress through the four developmental steps (Not Knowing and Satisfied, Consciously Incompetent, Consciously Competent, and Unconsciously Competent) is facilitated by educational leaders who provide appropriate growth experiences. Each set of experiences is designed to support the individual's growth to progressively higher stages of development. Growth experiences are visualized as including: (1) Awareness Activities, (2) Sensitizing and Learning, (3) Skill Acquisition and Practice, and (4) Internalization through Practice of the Innovation in a Controlled Setting.

The futures-oriented change process was designed to be synchronized with the district's previously defined developmental process (bottom half of Figure 3).

2. The Developmental Process

During the early fall of 1988 the Classroom 2001 Project Director prepared and distributed a concept paper designed to provide principals and district leaders with an understanding of the rationale for the project and the plan for accomplishing the project's objectives. A series of meetings was conducted for administrators to provide them with information about the project. They, in turn, provided information to their faculties and invited key faculty members to join an in-school task force to define the characteristics of the "Classroom of 2001".

Task forces were formed in eight of the district's 22 schools -- four elementary schools and four middle schools. High school principals decided not to participate. The principals of the eight schools then applied for participation in the project.

In early October a districtwide development team, consisting of representatives from each participating school, was organized. Arrangements were made with Adams State College to provide members of the development team with graduate credit for their participation.

The first three steps of the Classroom 2001 Process (Awareness, Commitment, and Organization) had been completed by mid-October. The organization consisted of eight school-based task forces with a total of 46 participants and a districtwide development team consisting of 32 representatives from the task forces.

In December of 1988, St. Mary's Academy of Englewood joined the project, bringing the total number of schools involved to nine.

Developing an Information Base, Step 4, required six months, from November through April. At each district-level development team meeting participants shared with one another abstracts of futures-oriented articles and books which they had read. During this stage of the project more than 70 such articles and books were reviewed and discussed. Each participant organized a notebook of these abstracts, and each school's principal organized a documents book of the publications which had been abstracted. The notebooks were organized by vision statement categories (Figure 2) to facilitate the transfer of information from the literature to each school's vision statement.

By late April each school had completed its vision statement. In May each school submitted to the district office its 1989-90 action plan and budget.

The 1989-90 school year has been a year of implementing the action plans.

3. Outcomes

As a result of the year's work, the eight schools have developed vision statements which described schools significantly different from the traditional. Vision statements described schools with the following characteristics:

- Schools committed to teaching life-long learning skills and self-directiveness
- Schools emphasizing teaching higher level thought processes
- Provision for student-initiated learning activities
- Emphasis on teaching international understanding and worldwide problems
- Extensive use of technology, including computers and telecommunications networks
- Enhanced active (hands-on) learning and reality-linked learning
- Individualized and personalized learning
- Provision for a variety of instructional techniques in accordance with different learning styles
- Interdisciplinary units of instruction and lessons and interdisciplinary teaching teams
- Competency-based education
- Learning environments designed to facilitate the new technologies and teaching techniques,
- Organization of the school day and the school year to provide more options in the use of time
- Restructuring the school to facilitate an inter-disciplinary curriculum and multi-age grouping.

The cost of the developmental project, underwritten by the Colorado Department

of Education's Special Projects Unit (Chapter 2), was $5,000, approximately $600 per school.

B. The Littleton Public Schools Project

1. Project Structure and Process

At the 1989 Summer Conference of the Colorado Strategic Options Initiative, the Project Director and representatives of two Westminster development teams described the process which they had just completed. Two principals from Littleton District 6, Colin Conway of Centennial Elementary and Diane Lewis of Franklin Elementary, and several teacher-leaders discussed the process with the Westminster group and the project 2001 director. On returning home from the conference these two principals met with the 2001 project director to develop plans to adapt the process to their district's needs. A proposal to utilize district Chapter 2 money for their "Classroom 2001" Project was submitted and accepted. As at Westminster, graduate credit for participants was provided by Adams State College. In addition, state in-service credit was provided for those who did not desire or need the graduate credit.

As with the Westminster project, a project-wide development team composed of representatives of each school's development team was formed. This group met monthly to conduct the literature search and to discuss the implications of the books, articles and documents reviewed. Also, as with the Westminster project, source books and documents books were organized so that the results of the literature search could be readily translated into vision statements for each school.

The Littleton project, however, differed from the Westminster project in three important ways.

First, because only two (instead of nine) schools were involved, the project director was able to work intensively with each school's faculty, development team, and school improvement committee.

Second, in both schools the vision statements were designed so that they could also be used as assessment instruments (see Appendix E for an example). As a result of the assessment activity, faculties and school improvement committees in both schools were able to participate in intensive discussion of the vision statement components. Also, task forces were able to develop plans which clearly reflected total staff and

parents' priorities.

Third, the Littleton Chapter 2 grant provided funds for faculty travel. Therefore, a high percentage of both faculties had an opportunity to visit other schools involved in restructuring efforts.

2. Outcomes

As a result of Littleton's classroom 2001 Project two elementary schools, with intense faculty and parent involvement, developed research-based vision statements, conducted assessments relating to each statement, set priorities for restructuring efforts, organized task forces, and developed action plans for the coming year.

The action plans generated by the project became a part of the district's planning and accountability process. Twenty-three project participants earned graduate credit or in-service credit for their activities.

The task forces in both schools are now ready to initiate substantial school improvement and restructuring projects during the 1990-91 school year.

The project's cost per school was $2,500, including faculty travel expenses.

C. Observations Regarding the Process

The futures-oriented planning process piloted in Westminster and Littleton is practical and cost-effective. The most time-consuming part of the process, developing the information base, can, with strong district-level leadership, be accomplished with modest effort within a six months period. Once the information base has been established, the vision statements follow easily. The time commitment of participants to this process compares favorably to the time commitment required for more traditional approaches.

The process is most effective when the outside facilitator is closely involved in all project-related activities at both the district and individual school level.

The process is compatible with and, in fact, enhances the accountability process advocated by the Colorado Department of Education. It also enhances a district's efforts to strengthen site-based management.

The process provides an organizational link between a districts's and a school's staff development efforts and school improvement. It provides staff development with an action orientation.

A weakness in the process at its present stage of development is its lack of provision for continued involvement of the consultant project director during years two and three, the implementation years. We predict that much of the momentum gained during year one will be lost during subsequent years if outside technical assistance is prematurely withdrawn.

There is a need to pilot the process at the high school level. We predict that the process will be as effective with high schools as it has been with elementary and middle schools. We have not, however, had the opportunity to adapt the process to a high school's needs.

Next Steps

The Colorado Strategic Options Initiative is now organizing a Strategic Options Institute which will be designed to provide continuous, intensive support for schools and school districts engaged in futuristic planning and restructuring. It is anticipated that the process which has been piloted in the two projects described in this chapter will be useful to faculties participating in the new projects.

A Final Comment

Our world, country, and communities are changing rapidly. To date, however, our educational system has responded only superficially to these changes. If our children are to live satisfying and productive lives in the 21st Century, they will need skills and competencies which are not now generally taught. If our schools are to be significantly better, they must be significantly different.

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Westminster - 1988-89

- F. M. Day Elementary School - Annabelle Heim, Principal
- Skyline Vista Elementary School - John Bellomo, Principal
- Vista Grande Elementary School - Mary Lou Zarlengo, Principal
- Westminster Hills Elementary School - Marlys White, Principal
- Scott Carpenter Middle School - Bruce Spinney, Principal
- Clear Lake Middle School - Carol Proffitt, Principal
- Hodgkins Middle School - Pete Golden, Principal
- Shaw Heights Middle School - Barbara Arnett, Principal
- St. Mary's Academy - Dr. Terry Macaluso, President

Littleton - 1989-90

- Centennial Elementary School, Colin Conway, Principal
- Franklin Elementary School, Diane Lewis, Principal

Eugene R. Howard, Project Director of Classroom 2001, has served as a teacher, principal, assistant superintendent of schools, superintendent, foundation official, and State Department of Education Unit Director. Mr. Howard has authored several works on school change and school climate improvement. He was one of the founders of the Collegial Association for Development and Renewal Educators (CADRE). The process being field tested by the Classroom 2001 project was conceptualized while Mr. Howard worked with the Colorado Department of Education as Director of School Improvement and Leadership. Funding for the project has been provided by Adams County School District 50, the Littleton Public Schools and The Colorado Department of Education's Service Assistance Program (ECIA, Chapter 2). Gene can be reached at 6901A E. Girard, Denver, CO 80224; (303) 758-7785.

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APPENDICES

Appendix A

PROBABLE DIRECTIONS FOR RESTRUCTURING EDUCATION

Developed by
Dr. Shirley McCune and Dr. Ed Larsh
For Learning Trends

AREA	DIRECTIONS IN AN INDUSTRIAL SOCIETY	DIRECTIONS IN AN INFORMATION SOCIETY
Goals of Education		
Cognitive Goals	Basic Skills Specific training Right to read Unicultural Literacy as survival skill	Stronger higher order skills Generalizable skills Right to excel Global education Many literacies, more than one language
Affective Goals	Large organization skills Organization dependent Single family orientation	Small group skills Independent entrepreneurial Support group orientation
Curriculum	Learning discipline skills Standardized programs Computer as separate vocational and literacy skill Standardized programs	Interdisciplinary programs Varied program options Computer as learning tool in all programs Varied program options
Job Preparation	Single-career preparation Late skill development Distinct vocational education programs	Multiple-career preparation Early skill development Career/vocational education as an integral part of education-community experience
Delivery Systems		
Changing Institutional Patterns	Single district system Central office management District single "product" Top-down, insulated decision making Superintendent focused Group instruction	More variety at building level School based management Multiple options Bottom-up, participative decision making Principal focused Individualized instruction using technology
Changing Methodologies	Traditional instructional methods Instructor/print-based systems Computer-assisted instruction	Expanded instructional methods Technology-assisted Computer-cable-networks robots-telecommunications technologies

Probable Directions for Restructuring Education (cont.)

AREA	DIRECTIONS IN AN INDUSTRIAL SOCIETY	DIRECTIONS IN AN INFORMATION SOCIETY technologies
Education Personnel		
Expansion of Current Roles	Teacher as subject-matter expert	Teacher as manager/facilitator of information
	Teacher as standards-setter	Teacher as self-concept developer
	Teacher as deliverer of services	Teacher as instructional/ curriculum manager & planner
	Principal as middle manager	Principal as curriculum leader, staff developer and neighborhood liaison as well as resource manager
	Principal as central office conduit	Principals as program entrepreneur
	Superintendent as preserver of tradition	Superintendent as future-oriented planner (manager of change)
	Superintendent as educational leader	Superintendent as community leader & resource developer
	Student as recipient of knowledge	Student as extended "teacher" for staff and other students
	School Board as community servants	School board as directors of multi-million dollar businesses
New Roles	Textbook and software industries as and resource developer	Computer software development staff who supplement and tailor software to local needs
	Outside training consultants	Full-time institutional training staff
New Areas of Knowledge & Skills	Subject-matter knowledge Single discipline/areas expertise	Applications of knowledge Interdisciplinary and learning processes expertise (learning how to learn)
	School administration Maintain tradition	Program management Manage change
Financing of Education		
Rationale and Scope	Individual development (schooling)	Economic development (forming human capital)
	Limited support for youth services	Expanded support for total population services
	Education as an expenditure	Education as an investment

Probable Directions for Restructuring Education (cont.)

AREA	DIRECTIONS IN AN INDUSTRIAL SOCIETY	DIRECTIONS IN AN INFORMATION SOCIETY
Sources of Funds	Local taxes	Continued expansion of state funding and targeted funds
	Public tax funds	Extended business support and user fees
	Schools as limited revenue producing institutions	Education-related functions and services to produce revenue
Distribution of Funds	Equalization of funds among districts	Greater emphasis on incentive funding tied to district performance
	Undifferentiated salaries	Base salaries with incentives
	Single plan of employee benefits	Menu of employee benefits
Community Outreach		
School Community & Partnerships	Business as consumer of educational products	Business as participant and learning resource
	Formal hierarchies	Open communications networks
	Time-limited programs	Flexible, continuing education services
	Unitary systems	Learning community, multiple options
	School as only learning site	School/home/business learning sites
School, Parent and Student Roles	School as education center	School as community center for varied ages and services
	School district: youth oriented	School district: life-long learning oriented
	School as isolated educational institution	School as community service institution
	Parent as advisor	Parent as participant
	Parent as passive consumer	Parent as active consumer/decision maker
	Student as passive consumer	Student as integral part of school community and as peer instructor

Appendix B

WHAT EDUCATIONAL RESEARCH AND TRENDS DATA SAY ABOUT AMERICAN SCHOOLING IN TRANSITION TO THE 21ST CENTURY

Developed by
Dr. Jerry Villars
Educational Consultant

INDUSTRIAL AGE SCHOOLING EMPHASES (A Need to Move From This)	INFORMATION AGE SCHOOLING EMPHASES (Toward This)
1. ● Top-down organizational structure at state/school district levels	1. ● Decentralization of decision-making
	● Participative management
	● Reduction of federal-state level regulations
	● Decision-making closest to where actions are carried out
	● Clear accountability
2. ● Conventional K-12 curriculum (ages 6-18)	2. ● Earlier student entry-earlier exit (e.g. students organized according to 3 age clusters 4-7, 8-12, 12-15)
● Proliferation of course titles	● Simplified, core curriculum (less is more)
	● Life long options
	● Globalization (emphasis on world as community)
3. ● Community involvement in school activities	3. ● Community/school shared ownership and and accountatiliby for school's purposes and accomplishments
4. ● Fragmented learning time and curriculum	4. ● Flexible scheduling
● Limited teacher planning	● Increased emphasis on inter-disciplinary learning
	● Inter-school staff planning improved curricula
5. ● Teacher isolation/student overload	5. ● Increased collegiality of staff
	● House models (schools within school) as one possible organizational option

What Educational Research Says (Con't)

(A Need to Move From This)	(Toward This)
6. ● Tracking practices	6. ● Personalized programs for every student
● Minimal teacher/parent aspirations and expectations for culturally disadvantaged/at-risk students	● High expectations for the educability of every child
7. ● Student promotion based upon time spent -- despite questionable evidence of accomplishment	7. ● Promotion based upon performance (know how, can do) given time, obtainable objectives and clearly understood standards
8. ● Low cognitive skills/memory level tasks	8. ● Higher order reasoning/problem solving abilities
9. ● Student as passive consumer of knowledge in teaching/learning setting.	9. ● Student as active participant in formulating and accomplishing relevant (real life) objectives
	● Students' preparation for life-long learning; learning to learn
10. ● Impersonal character of student-teacher relations	10. ● Increasing positive, supportive (timely) feedback to students regarding school performance
● Emotional flatness of typical classroom settings	● High touch/concern for affective, emotional needs of child
	● Elaborated advisory-advisee strategies
11. ● School based learning, textbook oriented	11. ● Increased out of school learning opportunities
	● Increased applications of technology to schooling needs (e.g. computers, television, etc.)
12. ● Flatness of teachers' salary incentives, professional growth options	12. ● Career ladders and differential staffing; pay based on roles and responsibilities
13. ● Piecemeal, high maintenance focus on organizational improvement (reformation)	13. ● Systematic approach to structural change over extended period of time (transformation)

APPENDIX C

THE SOCIAL CONTEXT FOR RESTRUCTURING EDUCATION

By the year 2000, ethnic minorities will consitute 30 percent of the United States school-age population, and about 27 percent of the Colorado school-age population. (1,4)

By 2020, estimates are that minority children will represent nearly half of all children age 0-17, a figure already reached in California and Texas. (7)

82 percent of new workers between now and the year 2000 will be a combination of female, nonwhite and immigrant. (6)

More than 15 million children (one in four) live with one parent. Nearly two million live with neither parent. There are at least 100,000 children homeless in America on any given night of the year. (3,6)

Over one-third of all marriages in 1988 were second marriages for at least one partner. The United States has the highest divorce rate in the world. (6,10)

23 percent of all children born today are born outside of marriage. (6)

The United States, among industrialized nations, has:
. the highest rate of child poverty;
. the highest rate of teenage pregnancy;
. the highest rate of infant mortality.
One in every four pregnant women gets no care during the crucial first three months of pregnancy. (6,10)

Nine in 10 of the high school class of 1987 had already begun drinking; more than half began before high school. Nearly six of 10 had used other illicit drugs. (2)

The proportion of children age 0-17 in poverty has gone from 16 percent in 1969 to 22 percent in 1983 and is projected to reach 27 percent (20 million) by 2020. The rates for children under age six are even higher. The poverty level in 1989 was $9,890 for a family of three and $12,675 for a family of four. (7,8)

The average income for households with children is: for couples--$36,206; for female households--$11,299. (6)

Only 44 percent of 20-24 year-old males earned enough in 1985 to support a family of three above the poverty line. (7)

Among children age 0-5, minority children were two to three times more likely than whites to be in poverty. Half of the children in poverty were in families with one or two working parents, and more than one-fourth each lived in the suburbs or rural areas. Less than ten percent of the 0-5 year-olds in poverty lived in the inner-city, high-poverty slums that capture media attention. (8)

Estimates, based on demographics and achievement, are that 30-40 percent of K-12 students are educationally disadvantaged or at risk. (7)

82 percent of America's prisoners are high school dropouts. The correlation between high school dropout and prisoner rates across the states is slightly higher than the correlation between smoking and lung cancer. (6)

A 1987 Rutgers University study found that only 15 percent of all high school students elect to take physics. (1)

The 1988 International Assessment of Math and Science showed the U.S. sample of 13 year-olds scoring below the international mean on both math and science. (4)

American 13 year-olds reported "they were good at mathematics" and that ability made the difference in achievement. Korean students, who scored highest among the nations, were far less likely to say they were good at mathematics and believed that effort made the difference in achievement. (4)

In fall 1972, about 46 percent of Hispanic high school graduates participated in postsecondary education immediately after graduation. By 1980, that proportion had fallen to 40 percent. Among 18- to 24-year-olds in 1985, 29 percent of Whites, 20 percent of Blacks and 17 percent of Hispanics were enrolled in higher education. (7)

Work is becoming more knowledge-intensive. Technology is upgrading work demands for math and reading. Job growth will be high in high-skill occupations, mostly service sector (retail, finance, health, education, etc.). Work place organization is changing and requires new skills, especially cooperation and communication. (1)

Lifetime earnings of high school dropouts are about one-third less than high school graduates and half those of college graduates. (7)

Young dropouts (20-23-year-old males in 1981) with low academic skills had earnings only half of dropouts with higher academic skills. (7)

Student goals do not match their education programs. Half of the students who plan to go to college are in noncollege programs and most are not discussing their plans with teachers or counselors. (5)

In 1984, 6 percent of jobs required workers with the two highest language and mathematics skill levels (out of six levels). For jobs to be created between 1984 and 2000, that figure will rise to 13 percent. (1)

A large number of American jobs depend on international trade or are directly competitive with foreign producers. (5)

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APPENDIX D

INTEGRATED CURRICULUM

The strategic planning process in Charleston, West Virginia, concentrated on the new Capitol High School. The plan had its impetus because of a capital reserve dedicated to building a new structure. The two largest and oldest high schools in Charleston, WV, were to be closed and the new high school opened incorporating changes to accommodate the 21st Century.

The staff task force, after considering all of the strategic options, opted for integrated staffing as a place to start.

The following paper, written by the task force, with Ed and Jane Larsh serving as consultants, was the result of several meetings over an extended period of time. The paper is included not as something that should be cloned, but as an example of what can be done to meet the needs of the future through participation where the educators and community feel ownership.

Additional information can be received by contacting:

Ed Larsh, Carbondale, Colorado or
Doug Walters, Charleston, West Virginia

Purpose

The purpose of an integrated curriculum is to enable learners to reach their full academic, social, and emotional potential through a flexible, stimulating program of instruction which emphasizes the interrelatedness of knowledge and transcends disciplines and traditional subjects.

Integrated Curriculum

An integrated curriculum is a conceptual framework which weaves the various concepts, skills, and principles in the traditional, fragmented curriculum into a unified whole. It contains a core body of knowledge based upon a philosophy of education which blends academic and vocational education and requires evidence of success from all learners. The core curriculum of Kanawha County Schools, West Virginia, includes basic language and computation skills, communication skills, thinking skills, key concepts and great ideas of the arts and sciences, and life management skills. For example, basic

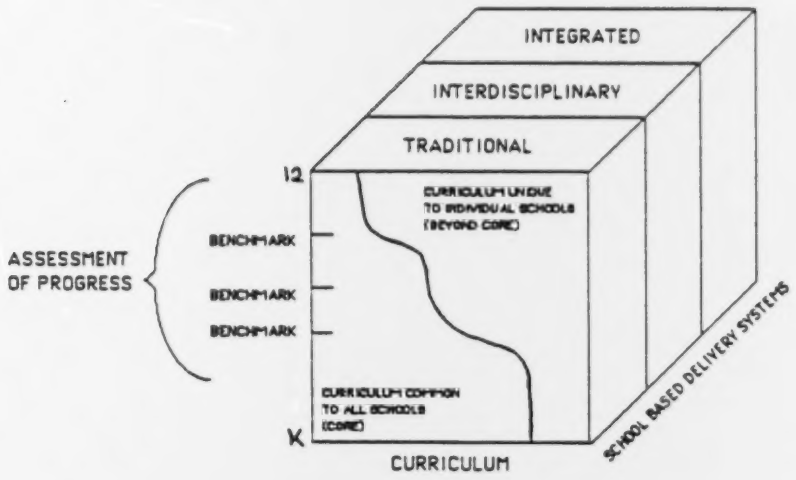
language skills and communications skills include listening, speaking, reading, and writing skills taught both in isolation and across the entire curriculum. Computation skills would include basic math functions and procedures. Thinking skills would include learning to learn skills, content thinking skills and reasoning skills. The key concepts and great ideas of the arts and sciences would include themes drawn from the role of people in society and their environment. For example, "The Foundations of Arts and Science in Early Man" is a theme the content of which would be drawn from biology, drawing, music, architecture, and other relevant areas. Finally, life management skills might be introduced and taught through the use of money. Initially, there is recognition of money, followed by computation of money, checking procedures, and the use of money and credit in our economy.

In the final analysis, an integrated curriculum emphasizes the learning of skills essential to assessing, organizing, and using information relevant to life; hence it is a "living curriculum." Because content, or knowledge, constantly changes in a dynamic, global society, all students must have equality of access to knowledge and must be prepared to deal with the changes and shifts in knowledge encountered over a lifetime. Since few, if any, real-world problems fall under the jurisdiction of any single academic area, an integrated curriculum provides an interdisciplinary approach to instruction and promotes understanding among disciplines and ideas.

In Kanawha County, all schools will offer the core curriculum. Beyond these essential common offerings the curriculum may vary from building to building depending on the degree to which the individual school chooses to restructure the educational program beyond the core body of knowledge. Schools may be at various stages on a continuum from a traditional, to an interdisciplinary, to a totally integrated curriculum. For example, in a traditional school, instruction would be directed by existing programs of studies in the different subject areas. In an interdisciplinary curriculum, teachers from various departments collaborate in planning and teaching. For example, English teachers and fine arts teachers work together to deliver a humanities program (e.g., the humanities program model at Charleston and Stonewall Jackson High Schools). In a totally integrated curriculum, the staff could be divided into teaching teams (integrated staffing) to plan and teach collaboratively using a thematic model encompassing all curricular areas. (Figure 1).

Figure 1

CURRICULUM FRAMEWORK



Although school curricular designs may vary, each program will have the following characteristics:

1. Student-centered learning with active student involvement in educational goal setting within an advisor/advisee relationship
2. Active parent/community involvement
3. Emphasis on student responsibility for learning
4. Personalized student learning programs: essential core components plus enrichment, reinforcement, and/or remediation according to each student's needs
5. Multi-faceted techniques for assessing and evaluating learning
6. Movement of students through the curriculum according to the completion of learner outcomes at flexible time intervals rather than according to time allocations. (This movement may be at varying paces based on a student's academic needs including testing out of subjects.)
7. Emphasis on cooperative learning
8. Emphasis on a global perspective
9. Collaborative approach to instruction including (but not limited to) staffing patterns, collaborative planning, and peer coaching
10. Flexibility in grouping, scheduling, and use of facilities, resources, and transportation
11. Preparation of students for responsible citizenship
12. Technology as an essential part of all facets of the program.

An integrated curriculum should develop well-rounded, responsible citizens and enable all students to complete public school, continue their education, and/or successfully enter the job market. In this curricular model students will not only "learn to learn" and thereby be better prepared to cope with a changing society; they will also participate in the shaping of their own future. This is the ultimate goal of education.

APPENDIX E

Littleton Public Schools
Classroom 2001 Project

Centennial Elementary School

VISION STATEMENT AND ASSESSMENT INSTRUMENT

APRIL, 1990

LITTLETON PUBLIC SCHOOLS
CLASSROOM 2001 PROJECT
VISION STATEMENT AND ASSESSMENT INSTRUMENT
CENTENNIAL ELEMENTARY SCHOOL

During the past year participants in Centennial Elementary School's Classroom 2001 Project have developed a first draft of a vision statement. Your input into the process of refining the components of this statement and setting school improvement priorities for next year is requested.

Please rate each item of the proposed vision statement in accordance with the following scale:

What Is:

The extent to which the vision statement component describes the Centennial Elementary School as it is now operating:

0 = Not at all

1 = Very little

2 = Somewhat

3 = Substantially

4 = Extensively

What Should Be:

The extent to which you believe that the vision statement component should be a priority for school improvement:

0 = Not at all

1 = Very little

2 = Somewhat

3 = Substantially

4 = Extensively

Developers of the Vision Statement:

Joy Anderson
Kathy Beckner
Herb Bowman
Colin Conway
Mary Derby
Kim Frantz
Barbara Goodloe
Dennis Hamann
Judy Kary
Bill Larson
Phyllis Nelson
Joy Pardue
Margo Phillips
Mary Predovich
Nancy Souther

Consultant: Eugene Howard

April, 1990

CENTENNIAL ELEMENTARY SCHOOL
PROPOSED VISION STATEMENT

1. Psychological and Philosophical Assumptions

WHAT IS:

WHAT SHOULD BE:

_____ 1-A. Increased student self-responsibility

Belief exists that students are responsible for their own learning and actions. Together schools and families support a learner's efforts. Implied in this belief are increased student involvement and decision making (shared leadership).

1-A_____

_____ 1-B. School as a family

Students need to belong, to be loved, have power to be free, and to have fun. The school supports human needs, including academic, emotional, and physical needs. William Ouchi states that interpersonal skills, egalitarianism, and a broad concern for each worker as a human being should be a natural part of any working relationship. The improvement of relationships is a strong theme.

1-B_____

_____ 1-C. Reality-based curriculum

All learning is interrelated. The ability to organize, interpret, and apply knowledge to real situations is the purpose of learning. Content should support process. (Example: we learn how to multiply so we can become better problem soivers).

1-C_____

_____ 1-D. Personal fulfillment

Intrinsic rewards such as love, esteem, and self-satisfaction are more effective than are extrinsic rewards. Students need to learn to work for this type of reward.

1-D_____

_____ 1-E. Lifelong learning

The increasing pace of change makes the ability to learn vital to future employment, productivity, and success. All workers in the future will need frequent retraining to remain productive.

1-E_____

_____ 1-F. Greater Understanding of Cultures and Geographical Concepts.

Changes in technology, markets, and communications have caused a "shrinking" of the earth in terms of time and travel. Recognizing, accepting, and valuing individual and cultural differences is necessary for success.

1-F_____

2. Instructional Techniques

WHAT IS: | WHAT SHOULD BE:

2.A. Learning theory

_____ **2.A.1** Experiential Learning (Learning by Doing) 2.A.1 _____

Students are provided opportunities to learn through "hands-on" activities, interacting with "pieces of reality" or participating in learning games or simulations. Examples: use of manipulative materials (math rods, pulleys, kits, machines), outdoor education activities (e.g., nature trails, school weather station), and intensive project work (e.g., science fair projects).

_____ **2.A.2** Nongraded instructional techniques 2.A.2 _____

Students of varying ages, abilities, interests, and developmental levels work together on tasks appropriate to their needs.

_____ **2.A.3** Peer tutoring 2.A.3 _____

Pupils who have mastered learning objectives assist pupils who are still learning them.

2.B. Teaching theory

_____ **2.B.1** Cooperative team learning 2.B.1 _____

Students in groups of 2-5 work as a team to acquire information and to improve skills and understandings.

_____ **2.B.2** Interdisciplinary teaching 2.B.2 _____

Learning activities are structured so that pupils can understand the interrelationship of content and skills traditionally taught in separate subjects. (Examples: learning math skills in a science project, learning about the art, music, literature, and history in a lesson about a historical period.)

_____ **2.B.3** Team teaching 2.B.3 _____

Several teachers work together to plan, teach, and evaluate learning activities. Each teacher contributes skills and knowledge to the group effort in accordance with his or her strengths.

_____ **2.B.4** Use of nontraditional human resources 2.B.4 _____

Parents, business persons, and other community leaders with special knowledge or talent assist teachers with instruction. Education goes beyond the walls of the classroom. (Examples: business partnerships, pen pals, sister schools in other states and countries, senior citizens as aids.)

_____ **2.B.5** Peer coaching 2.B.5 _____

Teachers help one another in their efforts to improve the effectiveness of their teaching.

WHAT IS

WHAT SHOULD BE:

2C. Use of technology 2.C

A variety of media are used to extend the resources of teachers and to bring depth to students' understanding of topics they are studying.

____ 2.C.1 Audiovisual materials 2.C.1 ____

Teachers will utilize sophisticated materials (such as the National Geographic videotapes). Laser discs will be used to provide teachers with ready access to programmable materials. Modem hookups and distance conferencing will make materials and resource persons who are not located in the school readily accessible.

____ 2.C.2 Computers and computer networks 2.C.2 ____

Pupils will continuously learn computer skills so that they can use school and home computers, lap tops, and computer networks as basic learning tools (replacing textbooks). Pupils will learn how to use such programs as Prodigy to obtain information and services, and they will learn to use computers as a means of producing their own curriculum for a lifetime of learning.

____ 2.C.3 Computer literacy 2.C.3 ____

Skills in problem solving, simulation, and the like will be taught as a means to leaning. Computer-based instruction will be integrated into each pupil's day-to-day learning activities. Computers will be readily available to all pupils in computer laboratories and in redesigned classrooms.

____ 2.C.4 Master Teachers 2.C.4 ____

Master teachers (and there are many) now reach only a few learners directly. In the future-oriented school teleconferencing and networking will be used to make the talents of master teachers available to many students. In this way students will become partners in learning.

____ 2.C.5 Data Management 2.C.5 ____

Networking of computers will facilitate the access of students and staff to students' records, thereby enhancing the efficiency of data management. Student record keeping, including documentation of learning, will facilitate future course selection and placement. Student products, preserved on audio/videotapes and microfiche, will be upgraded as each student masters new skills. The final record of student accomplishments will serve as a diploma to provide entrance information to post-high school admissions counselors and to potential employers.

WHAT IS:

3. Instructional Programs and Curricula

WHAT SHOULD BE:

3.A. **Programs and curricula to enhance the student's affective domain**

____ 3.A.1 Moral education

3.A.1 ____

Future-oriented instructional programs will include an emphasis on teaching students such traditional values as compassion, courtesy, freedom of thought and action, honesty, human worth and dignity, respect for others' rights, and tolerance.

____ 3.A.2 Provision of a diversity of learning activities

3.A.2 ____

Futures-oriented instructional programs and curricula will be sufficiently flexible so that teachers and parents can provide pupils with a diversity of learning experiences, thereby assuring success. Some learning experiences may be provided in nonschool settings.

____ 3.A.3 Programs focused on learners' strengths

3.A.3 ____

Futures-oriented instructional programs will focus on students' strengths instead of their weaknesses, thereby enhancing the students' feeling of self-worth.

____ 3.A.4 Provision for individual differences

3.A.4 ____

Futures-oriented instructional programs will provide for individual differences among pupils re ability, developmental level, learning style, and interest, thereby ensuring that each pupil will be involved successfully in learning activities.

____ 3.A.5 Provision of support services

3.A.5 ____

Futures-oriented instructional programs will provide individual support and assistance for pupils who need it. Support and assistance available from the school and/or cooperating agencies will include counseling services, social services, tutoring, health services, and special education programs.

____ 3.A.6 Preschool programs

3.A.6 ____

Developmentally appropriate preschool programs will be accessible to all young children.

____ 3.A.7 Grouping

3.A.7 ____

In futures-oriented programs assignment to classes and subgrouping will be managed in such a way that pupils' self-esteem is enhanced.

3. Instructional Programs and Curricula

WHAT IS: | WHAT SHOULD BE:

3.A.8 Letter grading — 3.A.8 _____

In futures-oriented programs, pupils will be evaluated on the basis of their accomplishments, thereby eliminating the adverse effects of conventional letter grading systems.

3.A.9 Cooperation and intrinsic rewards — 3.A.9 _____

Futures-oriented programs will encourage cooperation among students. The negative effects on some students of competition and extrinsic rewards systems will be moderated or eliminated.

3. B. Program and curricular relevance

3.B.1 Real-life experiences — 3.B.1 _____

In futures-oriented programs curricular content will be related to the real-life experiences of pupils. The answer to the question, "Why should we learn this?" will be apparent to all.

3.B.2 General vocational competencies — 3.B.2 _____

General vocational competencies relevant to today's workplace will be emphasized. These include self-reliance, the ability to seek and apply information to unfamiliar situations, creative thinking, problem solving skills, and the ability to use technology to meet human needs.

3.C. Lifelong Learning Skills

3.C.1 Information finding — 3.C.1 _____

Students of the future need to be taught "how to learn" skills, and to assume more responsibility for their learning. Students should learn to analyze the relevance of information and to organize and apply it to a wide variety of situations and circumstances.

3.C.2 Planning and managing the learning process — 3.C.2 _____

Futures-oriented programs will prepare students to make decisions about their learning in school. Students will learn to identify their learning objectives, seek useful information, and evaluate outcomes.

WHAT IS:

3.D. Thinking Skills

WHAT SHOULD BE:

3.D.1 Self-understanding

3.D.1 _____

Students will need skills of self-understanding so they understand their reaction to rapid changes taking place in the world.

3.D.2 Critical thinking

3.D.2 _____

Programs teaching critical thinking skills will teach pupils to evaluate information and develop opinions regarding worldwide social-cultural-technological-economic issues.

3.D.3 Other higher level thought processes

3.D.3 _____

Learning to use higher level thought processes will help pupils with personal decision-making, problem solving, social development, self-esteem, and positive interpersonal relationships.

3.D.4 Literacy, computing, and information utilization skills

3.D.4 _____

Futures-oriented programs will be designed to help pupils develop skills of reading, writing, and computing together with the ability to "comprehend information, analyze it, synthesize it, and apply it in a value-oriented way."

3.E. Global Issues

3.E.1 Focus on worldwide problems and concepts

3.E.1 _____

The futures-oriented curriculum will focus on helping pupils understand economic, political, technical, and ecological systems of the world community (Kniep IV-K-L and Naisbitt IV-N-1). The new curricular content will include the relationship between humans and nature, economic activity, preservation of the environment, and the interdependence of all who share the planet.

3.E.2 Foreign language mastery

3.E.2 _____

Futures-oriented programs will prepare pupils to communicate effectively worldwide. Each student will learn to understand, speak, and read at least one foreign language prior to leaving school. Foreign language study will begin in the elementary school. Foreign language acquisition will be taught as a lifelong learning skill.

3.E.3 Core curriculum

3.E.3 _____

A futures-oriented curriculum guide will identify for pupils at each developmental level, those key skills and competencies which will be essential for living a successful, satisfying life in the twenty-first century. There will be a high level of congruence among the skills and competencies identified in the curriculum guide, those taught by the teachers, and those tested in the testing program.

4. Vision Statement: Structure/Organization

WHAT IS: | WHAT SHOULD BE:

4-A. Pupils

_____ **4.A.1 Smaller Student Units** 4.A.1 _____

The school will be organized into ungraded, multi-age heterogeneous units of 100-150 students each.

_____ **4.A.2 Extended Services** 4.A.2 _____

The school will be structured to provide before and after school day care and early childhood services.

_____ **4.A.3 Promotion** 4.A.3 _____

Instructional programs will be structured so that students will be promoted from one multi-age group to another based on curricular performance including mastery of the learning process, e.g., problem solving and higher order thinking.

_____ **4.A.4 Classroom Organization** 4.A.4 _____

Within each learning area, cooperative learning teams of students will be organized.

_____ **4.A.5 Ownership** 4.A.5 _____

The structure and management of instructional program will permit each student to play a part in developing monitoring progress, and to select some learning goals.

4-B. Staff

_____ **4.B.1 Transdisciplinary Teams** 4.B.1 _____

The basic unit of organization of staff will be the collaborative teaching team in which special and classroom teachers share responsibilities in the same unit to facilitate smaller cooperative learning teams of students.

_____ **4.B.2 Shared Leadership** 4.B.2 _____

The individual school will be organized to facilitate self-governance. Program development within an overall set of district policies will have been delegated to the school's governance committee, with leadership from the principal. This committee, composed of lead teachers from each unit, parents, and administrator(s) will be empowered to control <u>all</u> programs and resources at the building level.

_____ **4.B.3 Teacher Roles** 4.B.3 _____

Lead or master teachers will serve as mentors and coaches to other teachers. Lead teacher roles and team member expectations will be clearly stated. District level career plan for teachers will be in place.

4. Vision Statement: Structure/Organization

WHAT IS:

WHAT SHOULD BE:

4. C. Curriculum

_____ 4. C.1 **Individualization and Equal Access**

The curriculum will be organized to provide all pupils with a common skill-based core curriculum that stresses literacy, critical thinking, health, ethical behavior, and citizenship, with the provision for individualization

4.C.1 _____

_____ 4. C.2 Expanded Environment for Learning

4.C.2 _____

The school's organizational structure will facilitate the expansion of the learning environment beyond the classroom into the total school and parts of the community.

_____ 4.C.3 Interdisciplinary Curriculum

4.C.3 _____

The school's organizational structure will facilitate a wholistic, interdisciplinary approach to learning which will replace subject matter segmentation.

_____ 4.C.4 Cooperative Team Learning

4.C.4 _____

The curriculum will be structured to provide instruction in the skills which students need to participate successfully in cooperative learning teams.

_____ 4.C.5 Strengths and Talents Recognized and Developed

4.C.5 _____

The school's curriculum and programs will be organized to provide for a wide diversity of learning activities and for curricular flexibility. Within this structure teachers will learn to identify a child's strengths and direct them toward achievement. Different kinds of intelligence and styles of learning are honored.

_____ 4.C.6 Integrated guidance

4.C.6 _____

An affective component is integrated, into each child's total educational program.

_____ 4.C.7 Assessment

4.C.7 _____

The structure for assessing and reporting student outcomes will be broadened to include new measures of student performance such as interdisciplinary learning and higher level thinking processes. The assessment system's reliance on standardized tests would be shifted to honor individual strengths. Progress reporting will become skill-related, not grade-oriented.

_____ 4. C.8 Learning Plan

4.C.8 _____

The basic unit of curriculum organization should be student's learning plan which has been developed for, and in collaboration with, a learning team or individual.

4D. Time

_____ 4.D.1 Collaborative Teaching

4.D.1 _____

Common planning time will be provided for staff working with the same unit of students and for peer coaching.

_____ 4.D.2 Instructional Time 4.D.2 _____

Blocks of instructional time will be uninterrupted. Time and activities within each block will be organized by staff according to student needs.

_____ 4.D.3 Extended School Day/Year 4.D.3 _____

The school day and year will be organized to provide before and after school day care and a full day kindergarten. A year-round school schedule will be available

_____ 4.D.4 Faculty/In-service Meetings 4.D.4 _____

Adequate time will be reserved for collaborative problem solving, on-going planning and improvement, and professional growth activities tailored for the building's needs. The learning community and expertise within the building will be recognized and utilized.

_____ 4.D.5 Flexible Time 4.D.5 _____

Starting and ending times may vary for different units of students and teachers.

5. Assessment/Accountability

WHAT IS:

WHAT SHOULD BE:

5.A. Standardized Tests

_____ 5.A.1 Standardized Tests and the Core Curriculum 5.A.1 _____

Standardized tests will be used that match the philosophy underlying the core curriculum. For example, reading assessment will measure constructing meaning, knowledge about reading, attitudes and self-perceptions and topic familiarity. Criterion-referenced tests will not be used.

_____ 5.A.2 Teacher Responsibility for Teaching the Core Curriculum 5.A.2 _____

All teachers will be responsible for teaching the core competencies or strategies on a basis with flexibility according to the needs of students.

_____ 5.A.3 Reporting 5.A.3 _____

The results of the standardized testing program, together with the results of other evaluations of pupil achievement, will be reported annually to the pupils, parents, and the public.

_____ 5.A.4 Use of Standardized Tests for Placement in Special Education Early Childhood Programs 5.A.4 _____

In the futures-oriented school, standardized tests will not be used to place very young children into special education programs. Instead, early childhood education programs for five and six-year-olds will be organized to provide for a wide variety of developmental levels. When, in the judgment of the teaching team, early intervention is indicated, it will take the form of lower teacher/student ratios and a curriculum based on natural language process with enriching learning experiences.

5.B. Student Accomplishments to be Evaluated by Means Other than Standardized Tests

_____ 5.B.1 Identified Core Competencies 5.B.1 _____

Identified core competencies which will be evaluated by means other than standardized (criterion-based) tests will include: higher level thinking processes, information-seeking, organizing, and utilization skills, creativity, social skills, developmental level, self-esteem, and attitudes towards school. Cooperative learning team and individual objectives will also be evaluated.

5.C. Other Assessment Techniques

_____ 5.C.1 Use of a Variety of Assessment Tools and Techniques 5.C.1 _____

In the futures-oriented school, a wide variety of assessment tools and techniques will be utilized, including teacher observations, peer evaluations, portfolios of student work, learning logs, and project reports.

_____ 5.C.2 Emphasis on Self-Evaluation 5.C.2 _____

Some approaches to evaluation will include students' self-evaluation. Pupils will learn how to plan and use self-evaluation tools and techniques as a means of becoming responsible, self-directed learners.

6. SCHOOL CLIMATE

What Is: | What Should Be:

6.A Program Determinants

_____ 6.A.1 Experiential (Active) Learning 6.A.1 _____

Educational programs provide pupils with opportunities to learn by inter-acting with "pieces of reality". Programs provide for such activities as use of manipulative materials, games and simulations, project work, and use of community and home resources for learning.

_____ 6.A.2 Individualized Content and Performance Expectations 6.A.2 _____

Educational programs are designed so that all pupils, with reasonable effort, can accomplish assigned and mutually agreed-upon tasks. Pupils are not all expected to accomplish the same learning objectives is the same way and in the same length of time.

_____ 6.A.3 Reward Systems 6.A.3 _____

Rewards are sufficiently available so that all pupils, with effort, may reasonably expect to be positively and frequently recognized by the school. The grading system is designed in such a way that all pupils, with effort, may reasonably expect to receive "good" and "excellent" ratings.

_____ 6.A.4 Curricular Relevence 6.A.4 _____

Assigned and mutually agreed-upon learning activities are viewed by staff, parents, and pupils as being useful and meaningful to the learner. A learning activity is considered relevent to the extent that it contributes to the learners' ability to live satisfying and productive lives in the present as well as in the future.

_____ 6.A.5 Rules Cooperatively Determined 6.A.5 _____

The rules of the school,and of the learning areas within the school, have been cooperatively developed, are generally understood, are perceived by pupils as being necessary and fair, are consistently enforced, and are revised as needed.

_____ 6.A.6 Support Services 6.A.6

The school provides pupils with appropriate individual support services when they are needed. Such services include personal counseling, tutoring, special education support, and referral, with parental approval, to community-based health and social services.

What Is: | 6. SCHOOL CLIMATE (Continued) | What Should Be:

6.B Process Determinants

_____ 6.B.1 Instructional Processes for Individualizing Instruction 6.B.1 _____

Instructional processes identified by the research on effective individualized teaching are widely practiced by the school's faculty. These processes include (but are not limited to) diagnostic and prescriptive teaching, the use of technology, accomodating teaching styles to learning styles, and individual or independent project work.

_____ 6.B.2 Effective Group Teaching Processes 6.B.2 _____

Instructional processes identified by the research on effective group teaching are widely practiced by the school's faculty. These practices include (but are not limited to) use of cooperative team learning, large group, multi-media presentations with appropriate follow-up, group discussion techniques, and active learning.

_____ 6.B.3 Grouping Practices 6.B.3 _____

Pupils are grouped for learning in ways appropriate for the task and the situation. A variety of types of groups is utilized. The school's grouping practices are managed in such a way that pupils' self concepts are not adversely affected.

_____ 6.B.4 Effective Management Processes 6.B.4 _____

Processes and organizational structures for identifying problems, solving conflicts, and making management decisions have been defined and are operating effectively. Staff members, parents, and pupils are involved in the management of the school.

_____ 6.B.5 School Improvement Processes 6.B.5 _____

Processes and organizational structures for systematically improving the quality of the school have been defined and are operating effectively. The school improvement process includes developing a shared vision of what the school should be like, setting priorities for school improvement activities, and delegating authority to groups empowered to make significant changes.

_____ 6.B.7 Communications 6.B.7 _____

Formal processes and organizational structures for facilitating communications have been established and are functioning effectively. Communications lines function well across roll barriers (staff members, pupils, parents, and administrator), organizational barriers, and structural barriers.

6. SCHOOL CLIMATE (Continued)

What Is:		What Should Be:
	6.C Material Determinants	
_____	6.C.1 Appropriateness of Plant, Grounds, Materials, and Equipment 6.C.1	_____
	The school's plant, grounds, materials, and equipment facilitate the type of educational programs and processes which are being implemented.	
_____	6.C.2 Adequacy of Plant, Grounds, Materials, and Equipment 6.C.2	_____
	The school's plant, grounds, materials, and equipment are adequate to meet the instructional needs of teachers and the learning needs of pupils.	